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# SOCIAL STUDIES



NORTH CAROLINA  
PUBLIC SCHOOLS

YEARS 1-12



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SOCIAL STUDIES  
in  
NORTH CAROLINA  
PUBLIC SCHOOLS  
1952

*THE FREEDOM PLEDGE*

*I am an American. A free American.  
Free to speak—without fear,  
Free to worship God in my own way,  
Free to stand for what I think right,  
Free to oppose what I believe wrong,  
Free to choose those who govern my country.  
This heritage of Freedom I pledge to uphold  
For myself and all mankind.*

—The American Heritage Foundation

# SOCIAL STUDIES

NORTH CAROLINA  
PUBLIC SCHOOLS

ISSUED BY THE STATE  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



publication number 283

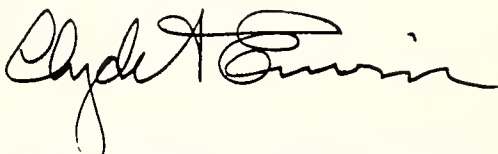


Together, home and school, neighborhood and community provide the essential social context, while wise guidance capitalizes life situations in ways which make for a maturing sense of responsibility. Only a life-centered program of development and social education will lead children toward social maturity, readying the hearts and minds of youth for dynamic world citizenship.—Laura Zirbes.

## FOREWORD

The social studies program is one of our most effective means of developing the attitudes, skills, and competencies which we believe essential to democratic living. The program has as its basic aim the enlargement of those understandings necessary to effective participation in our changing society. Basically, it is in this area of our school program that children re-discover the past and seek to understand and appreciate their heritage; unravel the present and seek to understand their world of people; and finally, live and work with others in an effort to make this a better world. The scope of influence emanating from experiences in a social studies program is inestimable. Through effective teaching, children relive the past and determine to preserve its best, and concurrently live the present and aspire for the better. The teachers of social studies—and all teachers are—have almost unlimited possibilities for creating in the hearts of children an insatiable desire to make things better in their day.

Because social studies must be *lived*—not just taught in the conventional sense of the word—this bulletin is a departure from our usual pattern of curriculum construction. In this publication we have attempted to illustrate our beliefs about the social studies program by recounting the actual experiences which some school groups have found profitable. Teachers and children tell their stories in this bulletin. It is in the attitude of sharing promising practices in the teaching of social studies that these stories are released. The illustrative experiences are fascinating and should prove stimulating to those who work with children in a wholesome and democratic atmosphere.

A handwritten signature in dark ink, appearing to read "Clyde T. Swain". The signature is fluid and cursive, with a large, stylized initial "C".

*State Superintendent Public Instruction*

April 8, 1952.

## PREFACE

This bulletin was written to assist teachers in their efforts to teach the social studies more effectively. The statement of purposes of the social studies program should be read, studied, and understood by every teacher. To know the aims and objectives of social studies will be helpful in determining the means and techniques to be adopted and applied by the teacher.

There is a growing recognition of the importance of history, civics, geography, economics, sociology, and political science. A knowledge of these subjects should be a part of general education which every individual should possess in order to function intelligently as a citizen in a democracy.

The various topics to be studied are presented as units. This unit method or arrangement is based on the association of ideas. It is psychologically sound to go from the known to the unknown, from the simple to the complex, from the concrete to the abstract. Like charity, the social studies should begin at home, in the child's environment. The home, the school and the church are three of the great agencies of civilization. Add industry and the state to these three agencies and we have the institutions which are vital to society.

The materials in grade one and two are organized around the theme of living together in school and home and in the community. In grades three and four the theme is community living, now and long ago, here and far away.

Very appropriately the study of the United States comes in grade five, and it is hoped that proper emphasis will be placed upon the study of our country, and what it should mean to every child.

In the sixth grade the emphasis is upon the background of what was studied in grade five and what will be taken up in grade seven as further study is given to our country, and to the lands of our neighbors.

It is quite appropriate that North Carolina should be studied intensively and extensively in the eighth grade. The materials needed for study of our State geographically, socially, economically, politically and industrially are available in considerable quantity and should be used freely. Attention is called to the bulletin, *Studying The State Of North Carolina*.

In grades nine to twelve attention will be paid to Living Together, (Citizenship in our Democracy) World History, American History (mainly United States) and Modern Problems or political problems growing out of our system of government.

J. HENRY HIGHSMITH, *Director*  
*Division of Instructional Service*

## ACKNOWLEDGMENTS

The section on social studies in the publication, *A Suggested Twelve Year Program for the North Carolina Public Schools*, was written by the following Curriculum committee:

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This bulletin represents the work of such a large number of persons that space does not permit all of the individual acknowledgments that should be made. However, in the Appendix there is a listing of the persons who have contributed to the content and the ideas in this bulletin. Questionnaires designed to secure suggestions as to the content, purposes, activities, and instructional materials of the social studies program, together with an invitation to submit units of work and pictures, were sent to

teachers at each grade level in every administrative unit in the State. We wish to express our thanks to the many hundreds of teachers who responded.

The committee is also indebted to the persons who contributed to the units of study and to the schools that provided the pictures used in the bulletin. Names of these persons and schools are listed in the Appendix.

Acknowledgment is made to the North Carolina Council for the Social Studies for its recognition of the need for such a publication and for its interest in furthering the project.

Special acknowledgment is given the General Education Board for financial assistance which enabled groups and committees to come together for discussion and clarification of the objectives in social education and for the organization of the materials for this publication.

Grateful acknowledgment is made for the work of the following persons who read the manuscript and made many helpful suggestions: Ann Redwine, critic teacher in the Training School, East Carolina College; Frances Lacy, elementary supervisor of the Raleigh City Schools, and Margaret Flinton, supervisor of the High Point City Schools.

For encouragement and much practical help, appreciation is expressed to members of the State Department of Public Instruction who served on committees and helped with the manuscript: Cora Paul Bomar, Samuel E. Duncan, J. Henry Highsmith, J. E. Miller, John C. Noe, Henry A. Shannon, Madeline Tripp, Daisy R. Walker, Richard L. Weaver, Julia Wetherington, and Mrs. Ruth Lawrence Woodson; and R. M. Fink, School Health Coordinating Service.

Appreciation is expressed to Anne Wall, art supervisor, Central High School, Charlotte, for designing the cover for the bulletin and to L. H. Jobe, Director of Publications, State Department of Public Instruction, for his practical suggestions and his careful editorial work.

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Working happily together

Having fun with the group



# PROGRAM

## SCOPE

The social studies include history, civics, geography, economics, political science and other subjects. These subjects permeate all other fields of the curriculum and furnish rich sources of material for the ever changing needs of today's school program. They provide many opportunities for the pupils to grow in the understandings and skills necessary for effective living in a democratic society.

## PURPOSES

Good social studies programs help pupils develop understandings of

- democracy and its contribution to human welfare and happiness
- the achievements of the past and their relationships to the present and the future
- the interdependence between man and his physical and social environment
- how man has adjusted to his environment to meet his basic needs throughout the years
- physical and social environment in order to meet the problems of home, school and community in a more effective way
- state, national, and international problems through expansion of fundamental concepts developed in the study of the local community
- the contributions that all people have made to our culture and civilization
- the importance of time and spatial relationships to man

Good social studies programs help pupils develop attitudes that

- all human beings, regardless of race, nationality or creed, are entitled to equal rights to life, liberty and the pursuit of happiness
- all people should concern themselves with improving human welfare

- active participation of each person is necessary in identifying and solving problems
- reflective group thinking can better find the solution to social problems
- democracy is an evolving process which can be continually improved by open mindedness and vigilance on the part of all citizens

Good social studies programs help pupils develop skills and/or abilities to

- think critically and to approach problems scientifically
- take part in group discussions
- take part in group planning as followers and leaders
- locate and use pertinent information and materials
- evaluate information and ideas
- form opinions on the basis of evidence
- grow in ability to appreciate and enjoy the beauty and culture of the past and present
- participate in appropriate and continuing social activities in school and in out-of-school situations

## WAYS OF WORKING

The social studies courses in the elementary and secondary schools are not considered solely textbook courses in the program suggested in this bulletin. This is especially true in the first three grades where no basal social studies textbooks have been adopted.

The teacher of social studies needs to be resourceful, enthusiastic and energetic. She is constantly adding to her store of information and materials, and each year is a new opportunity to do more challenging and creative work. After the group has decided that a unit is worthwhile, the teacher along with the children will build up a rich background of information. There will be extensive reading and many conferences with resource people. There will be many opportunities which come up incidentally or unexpectedly which if used by the teacher can be very effective in developing the basic social understanding. *The wise teacher will constantly weigh the values which each new experience holds for the children under her guidance.*

One of the important factors which is a basic consideration in weighing the values of these new experiences is the way in which children normally grow in social actions and concepts.

Children of six and eight are concerned with the people and activities of their immediate environment. They have little interest in life in other countries or even communities. By twelve, their horizon has broadened and they show much interest in these things.

Yet even at twelve, children commonly do not understand many concepts used in the social studies: democracy, minister, pact, social, etc. It is doubtful that children should undertake study of broad social problems prior to twelve or thirteen, except when these problems are encountered by them in everyday life. Children prior to this do memorize these words and use them, but often without any real concept of the meaning.

In the same way concepts of time encountered in history are frequently vague prior to about the seventh grade. The whole concept of historical development and change requires this adequate understanding of time.

During the earlier years of school, children are involved in developing social concepts and habits relating to their personal relationships with the people around them. When these are



Preparing and sharing information

learned and become habitual, children are ready to move into the broader areas of social concepts.

These and many other patterns of growth emphasize the importance of relating the social studies in the first five or six grades to the experiences which children have in the immediate home, school, and community environment. Awareness and understanding of larger social movements and issues can be taught and learned more profitably from about the seventh grade on.

The work in social studies may be organized around various experiences, units or problems that will suggest activities which will encourage the development of basic social understandings, skills and appreciations. These problems should be set up through cooperative planning and social studies materials should be assembled to help solve them. In organizing the daily teaching schedule, it is advisable to place all social studies in one big block of time. Better learning takes place when the materials from all fields of the social studies are intergrated to furnish complete understandings. (Some examples of integrated teaching are given in the Illustrative Materials section of this bulletin.) In developing these centers of interests, the teacher should provide time in the daily program for:

DEMOCRATIC LIVING AND LEARNING

TEACHER-PUPIL PLANNING

## LEARNING ACTIVITIES

### STUDYING THE IMMEDIATE ENVIRONMENT

### EVALUATING EXPERIENCES

## DEMOCRATIC LIVING AND LEARNING

Democracy as a fundamental pattern of group living in America should receive practical emphasis in the social studies program and in the activities in the classroom. The school organization and general set-up should provide opportunities for children to live in a democratic way. This can be accomplished only when pupils take part in planning and carrying out school activities of all kinds.

## TEACHER-PUPIL PLANNING

The pupils and teachers should plan together what they are going to do. Each pupil should gain from the discussion a definite idea of the purpose of each activity and the relation of it to the central theme. Standards of performance should be set up and care should be taken to see that most of the activities are pertinent to the basic ideas of the unit of work or experience. It should be fully understood that a unit of work does not require that we forsake all other meaningful experiences that arise. Oftentimes, the most meaningful experiences require only a very short period of time and do not involve all types of acti-

### Recognizing the teachable moment





Expressing ideas creatively

vities. It is tremendously important that teachers learn to recognize and seize the “teachable moment”.

### LEARNING ACTIVITIES

When the pupils have a part in planning there will be a wide variety of activities geared to the abilities and interests of individual pupils. The pupils, with the guidance of their teacher, would profit by working in groups, and should be busily engaged in their selected activities, such as reading for information, taking part in group discussions, collecting and recording data, drawing, painting, dancing, composing original compositions, dramatizing, listening to programs, showing and using current news publications, electing officers, organizing clubs and student councils, using audio-visual aids, arranging bulletin boards, and engaging in other activities which give the children opportunities “to learn by doing.”

Every community affords certain sources of information and instructional materials that can be very useful in teaching the social studies. Some common ones are: natural resources, people having special training and or experiences, institutions, industries, various agencies, museums. Making a survey to find and list such materials provides excellent learning experiences for pupils as well as a source of material for enriching the social studies program. A well organized file that is continuously revised keeps the information ready for immediate use at all times.

Information contained in the file should include name, address and phone number of each organization or agency and the name of a representative who might be contacted. Careful planning should be done before using any one of the many environmental materials. All those involved in the activity should participate in this planning including any person or agency representative to be used. Careful planning is necessary in order to get maximum value from activities involving the use of these materials.

### SCHOOL JOURNEYS IN NORTH CAROLINA

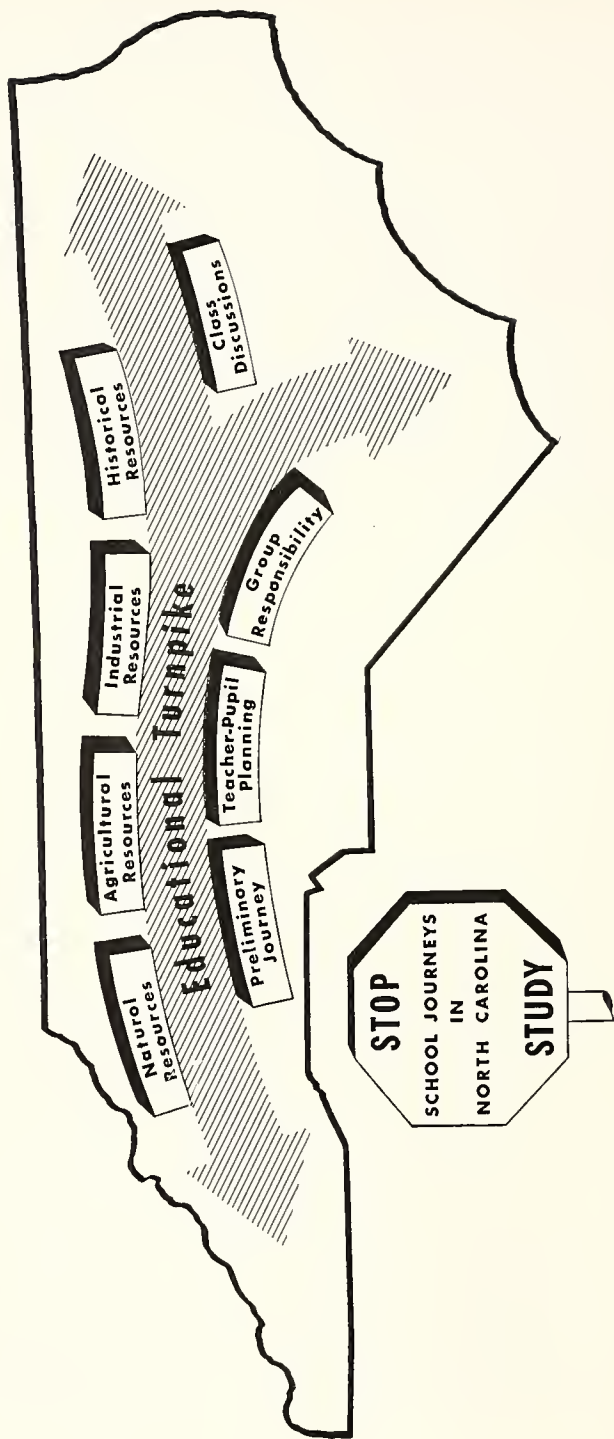
NOTE: The type of school journey described here is an effective way of learning for grades 7-12. Trips to nearby places, such as parts of the building and grounds, a farm, a dairy, a store, and a forest provide rich learning experiences for younger pupils. Such trips are described in the units of study for the first, second and third years in the section on Illustrative Materials.

One of the important objectives of educational activities in our public schools is the broadening of the background of students. Studying about, hearing about and reading about the different geographical areas of the State, the various industries, methods of farming, historical places, are not of themselves adequate. A well-planned and well-executed school journey can add much to this phase of school work.

The fact that a school journey is a cooperative enterprise between the teacher and the pupils is a strong recommendation for its use. In this project the teacher plays the part of a counselor and guide while the child is the active agent. Through the leadership of the teacher the students can be stimulated to develop initiative, self-dependency, skill in working as a member of a group and to accept responsibilities.

Student-teacher planning is necessary for a school journey which will prove to be an educational experience. A school journey should grow out of the realization that a trip is necessary for the solution of a problem or problems with which they are faced.

When it becomes evident that a trip is necessary and that it might be possible to take one, then preparation should be directed toward this goal. As the teacher and pupils work on this project, evidence for the "why" of the trip should be clearly presented. When this is done the techniques or "how" of the trip should be decided. When these discussions are evaluated conclusions such as the following might be the outcomes:



1. This trip will be more than just a "ride".
2. Each student should have certain responsibilities during the trip.
3. The class should be broken into several groups with a chairman for each.
4. The group leaders will be responsible for coordinating the work of their group and as assistants for the teacher.
5. Specific areas of work should be investigated as the bus continues on its journey.
6. Each group should be responsible for one of the specific areas.
7. Students should select their group according to their interests and needs.
8. What to observe and methods of recording observations should be determined.
9. The places where the bus will stop for work on specific areas, for eating and for lodging should be determined.
10. The teacher and other persons concerned should take the trip ahead of time.
11. Upon its return to school the class should have extensive discussions on material collected in order to determine whether or not solutions of the problems have been found.
12. Use at all times social graces that society expects of a social teaching situation.

It might be decided that the responsibility of one group could be to obtain pertinent data on natural resources. One phase of the work might be a study of the soils observed along the route. For example, there are six main soil belts in the State and these will be crossed if one goes in an east-west direction across the State. At appropriate places the group could stop and collect samples of the soil, subsoil as well as topsoil.

In addition to the work on soils, this group could be responsible for collecting data on water resources, forest resources and mineral resources. If it is found that the route will take the group near a mine, plans could be made to stop at this point. This group could get samples of the ore and information from the mine officials.

One group might study the agricultural resources. This group could observe the main crops that are being grown, the methods of farming, the condition of the crops, evidences of soil erosion and erosion control. If it has been found from a preliminary trip of the teacher that there is a farm where the owner will conduct the class on a short field trip to observe contour farming, improved pastures and modern farming machinery, this should be done. Since the class will need pictures, the particular group responsible for this area of work could obtain appropriate photographs.

Industries and industrial plants might be the responsibility of a third group. This group should be able to talk with other members of the class concerning the types of industrial plants that are being observed from the bus. During the journey one or two stops could be made at industrial plants so that the class can go on a short tour of them. If the management is contacted in advance, it will be able to explain the work being done and the contribution of the industry to the economy of the State.

No journey will be complete unless important work is done on the history of the territory being traveled. A fourth group could take this as its responsibility. One essential for this group is extensive reading before the trip is made. As a result of this study, the group could decide when the bus should stop and what should be observed. It might be the site of an important battle, a famous house or plantation, a monument, a museum, a hall of history; or it could be a short visit to a person who is well versed in the history of that particular area. Some type of record of what is seen and heard should be kept by the group.

All of the things worth seeing are not located on main highways. It will be advantageous to study carefully the territory to be traveled so that wise decisions can be made on the route to be taken. Sometimes it will be found that a short trip from the main road will prove to be of great value. Give the class every opportunity to collect important data and to become better acquainted with the resources of the State even though the route is made longer.

### STUDYING IMMEDIATE ENVIRONMENT

The social studies program should be informal, but well planned with desirable learnings emerging as major outcomes of the activities and experiences of pupils as they pursue their

interests in the more immediate environment. Most of the material and problems for study will come from the child's environment—a great deal from the school itself, some from the home and family, some from the neighborhood and still more from the total resources of the local community. A study of the immediate environment and of the State in general is relatively more important than an intimate knowledge of places far away, both with reference to time and geographic location. Hence, it is desirable to emphasize the contemporary and the immediate, giving them more meaning by reference to the past and the far away. Throughout the social studies program in high school as well as in elementary school, every effort should be made to relate the work of the various courses to North Carolina, even though one year has been particularly designated for the study of the State and its interdependence.

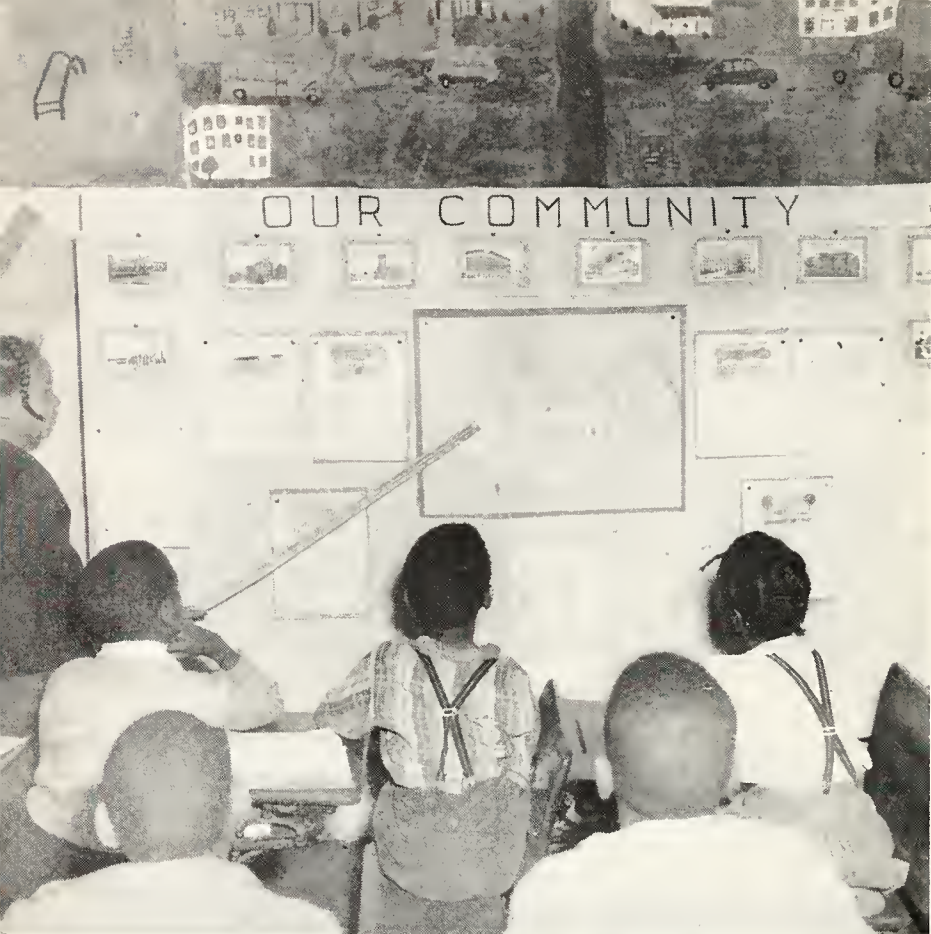
### EVALUTING EXPERIENCES

Periodically, there should be a discussion which the teacher and pupils take stock to see what they have accomplished, to make an evaluation, and to suggest the next steps. Self-evaluation on the part of the pupil should be especially sought as an outcome of each experience.

Evaluation begins with a determination of the purposes of a unit or experience. It is carried on throughout the entire develop-

#### Solving real problems





Considering the work of individuals and groups

ment of the study. Evaluation is the process of appraising the means and the activities during which learning takes place, the changes in the beliefs and attitudes of students as a result of the school's program, and the understanding and appreciations of students. Evaluation is not an end point. It is not relegated to the testing of subject matter at the end of a piece of work—but in addition includes anecdotal records; the use of instruments for appraising attitudes, appreciations, critical thinking, and social studies abilities; check lists; rating scales; direct observation; time charts; records of writing, leisure time, reading, and work habits; and personal questionnaires. Some instruments for appraising attitudes, appreciations, critical thinking, and social abilities are listed in the section on materials for teachers, page 151.

## **SUGGESTED OUTLINE FOR A TWELVE YEAR PROGRAM**

The brief outline given here shows the scope of the social studies program for twelve years as planned for the public schools of North Carolina. Each teacher should know what goes in the years below her grade and what takes place in this area in the following grades.

FIRST YEAR: Living Together in School and Home.

SECOND YEAR: Living Together in Our Community.

THIRD YEAR: Community Living, Now and Long Ago.

FOURTH YEAR: Community Living, Here and Far Away.

FIFTH YEAR: The Study of the United States.

SIXTH YEAR: How the Present Grew Out of the Past.

SEVENTH YEAR: United States History and Relationships  
with Neighboring Lands.

EIGHTH YEAR: The Story of North Carolina.

NINTH YEAR: Living Together in Our Democracy.

TENTH YEAR: World History.

ELEVENTH YEAR: American History.

TWELFTH YEAR: Modern Problems.

## ILLUSTRATIVE MATERIALS

*The material in this section will show some of the possibilities for providing experiences in important areas of social living. It is not intended as a pattern to be strictly followed in any given year. Rather, it is hoped that this material will suggest to teachers ways of working with children in similar areas, and will provide suggestions for many rich and meaningful experiences in social living.*

*There should be careful selection of the activities or projects to a topic of study if the activity is to be meaningful and educative for the child. Selection of activities should provide sequence in scope and should avoid overuse of one type. This is as necessary in child development as the wise selection of the unit theme. Activities should have point and direction. There should be an understanding of what is to be done and why. Mere "busy work" is useless. Each activity should provide progressive learnings in facts and social skills.*

## **THE ELEMENTARY SCHOOL**

### **THE FIRST YEAR**

#### **LIVING TOGETHER IN SCHOOL AND HOME**

The social studies program for young children should provide purposeful experiences which broaden the child's concepts through developing an understanding of human relationships, establishing right habits and attitudes and developing certain skills and aesthetic appreciations. Through daily experiences of cooperative living, opportunities should arise for developing a growing responsibility for one's self as an individual and as a member of a group at home, at school and in the community.

#### **Some Understandings To Be Developed:**

- Each member of the group is responsible for his actions.
- The ability to cooperate and work effectively with others is necessary for satisfactory group living.
- Each member of the family or group is important to its way of life.
- The work of each person in the school and community is important.

#### **Some Suggested Activities:**

- making the classroom an attractive and happy place in which to live
- exploring all parts of the physical plant
- learning about services of all school workers
- caring for school property
- choosing and eating healthful foods
- cooking and serving foods
- learning to make and observe safety rules
- celebrating special holidays or occasions

#### **LIVING TOGETHER AT SCHOOL**

Knowing that much of the social growth of young children is stimulated by the environment in which they live, it is important from the beginning of school and throughout the year to create an atmosphere of social living. Children who leave

home for the first time need to become happily accustomed to group living. They need to satisfy their interest in the world about them to discover their immediate interests.

With this in mind we began the year by making our room clean, attractive and inviting. There was space for play things, a costume box filled with odds and ends for dressing up, an attractive bulletin board, a library table with many interesting books. Tables or other furniture were arranged informally. Thus, children were encouraged to sit by their friends or to work and share together. There were open shelves, low tables and places for centers of interests, such as science or art. Materials, such as blocks, easels, paints, large paper and crayons were within reach of the children. The children had many experiences with finger paint, clay, water colors and other creative media. They had many opportunities to sing, to build, to read, to taste, to feel, to cook, to write, to talk, to work with numbers, to dramatize, to play, to experiment and to explore. Through these common experiences the children learned that planning, sharing and cooperation are necessary in happy group living.

The children brought and shared many things from their homes. We talked a lot about our families—how they are alike or different. We made pictures of our homes and families. We decided to make a big book of our stories and pictures about our families and called it "All About Us." The children grew to understand better their relationship to their families and the contributions of each member.

As the children acquired a sense of belonging, they assumed more and more responsibility for planning and keeping an attractive room. They grew in the ability to plan and organize their activities. Every opportunity was used to direct the daily experiences of the children into social situations. Each new experience provided a means of helping to discover and satisfy new and ever-widening interests.

The children came to school eager to play, but did not know how to play together. Some of them were not ready to share or cooperate. They needed to develop respect for the rights and pleasures of others, a growing interest in school and home, an understanding of cooperation, teamwork and fair play. They needed to learn to use initiative, good judgment, self-criticism and courtesy. The teacher and children worked together in social activities that called for cooperation: distributing and collecting material used by the class, cleaning erasers, watering plants,

keeping room neat, keeping coats and overshoes in order, opening and closing doors and leaving the schoolroom in good order at night. We got acquainted with the building by visiting all parts of the school: toilets, halls, lunchroom, playground, auditorium, library, upstairs classrooms, office, music room, etc.

In trying to develop a respect for the rights and pleasures of others, the teacher and children worked together on refraining from tale bearing and teasing, on inviting others to join games in turns, on being pleasant instead of crying, pouting or losing temper when one could not have his own way, and on sharing toys, books, and other pleasures.

Charts and stories based on real experiences were written. Many group discussions were held during which we discussed together the home, the school, the community, the thermometer, the aquarium, the terrarium and other things of interest to the group. Each morning a short period was devoted to oral reports of incidents that had occurred outside of school, such as a new baby calf, a sick member of the class, a recent snow, new shoes, etc. These incidents were later written into stories to be read as news items of the day.

Habits necessary for good health were discussed by the group. We talked about how to help prevent accidents by keeping yards

### Assuming responsibility



and floors clean. We talked about and tried to practice careful playing, cooperation, fair play and good health habits.

We shared the duties of the classroom and school. There were committees for housekeeping, for watering the flowers, for bringing animals and plants for the aquarium and terrarium, for caring for them after they were brought to the room, for bathroom duties, for looking after windows, for collecting materials and caring for the games and library center. Many other committees were added as the need arose.

There was much planning and sharing for the trips that were taken. A few simple rules were made:

We should walk, not run.

We should walk in twos or threes.

We should walk to the left when there is no sidewalk.

We should watch for the stop light.

We should not go ahead of the leader.

We should talk or laugh softly.

The children were interested in a home near the school which was under construction. We visited it often and watched it from the beginning until it was completed. We grew to appreciate some of the planning and work that go into building a house. We learned somethings about the materials and tools. We learned something of the important contributions that many different people make when a house is built.

We visited our rooms. We went to one child's home for a picnic. We went to the high school to hear the Little Symphony, to nearby woods to observe trees and flowers and to collect science materials, to the store for groceries, to the police station, and to other such places of immediate interest.

There were many opportunities for cooking in the classroom. All of the children had a share in reading the recipe, securing the materials and preparing the foods. John brought a pumpkin at Halloween and the group decided to make pumpkin butter. We wrote the recipe on a large chart. Each child had a part in preparing the pumpkin butter. Later the children enjoyed the fun of serving and eating it together.

At Christmas the children planned a party for their parents. They made Christmas cookies and punch. They planned the decorations and the programs. They greeted the parents and served the refreshments.

Throughout the year the children had rich experiences from cooking, serving and eating together. They made vegetable soup, candy, gingerbread men, cocoa, and cinnamon toast. Occasions, such as Halloween, Thanksgiving, Christmas, Valentine's Day, May Day, Mother's Day, and Easter provided many rich experiences for social learnings.

Through such experiences the children grew in their ability to understand the contributions of the members of a family and to observe and appreciate social customs and courtesies. They more fully realized the value of planning and working together in group living.

At Easter time we were busy making plans for an Easter egg hunt. As we were discussing our plans, Susan told the group that her family did not celebrate Easter. Then she told them that her family was busy preparing for the Feast of the Passover. The children were interested in the things that Susan's family did to prepare for the Feast of the Passover. They wanted to know why people celebrated this occasion. Susan brought a book of Bible stories which her father had been reading. The librarian sent us a copy of "One God"<sup>1</sup> which explained the meaning and symbols of the Jewish holidays. We discussed the likenesses and differences of our customs. We read and discussed these stories. As we compared our different customs and shared a common experience, it was evident that the children grew in appreciation for others who have different customs and beliefs. When a child learns to observe and appreciate the customs of his family or group as well as those of others, he is on the road to social maturity.

The children began to see the need to cooperate with the group and to assume responsibility for themselves as well as the group. They did not always use good self control but they grew in their ability to work, play and share with others. Through first-hand experiences the children came to understand better the world about them. As they grew in this understanding they acquired background for understanding the community, the State and the world.

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<sup>1</sup>Fitch, Florence M. *One God; the Ways We Worship Him*. Lothrop. 1944. \$2.00.

## THE SECOND YEAR

### LIVING TOGETHER IN OUR COMMUNITY

The child first explores the immediate environment of school and home. As his social environment broadens to include community living, he needs ever-widening experiences in social living. Therefore, activities should be provided which will enable the child to understand how people in his neighborhood live together, the nature of their needs and how these needs are satisfied.

#### Some Understandings To Be Developed:

- The help of many people is necessary in providing our everyday needs.
- One's own environment contains resources which are necessary for good living.
- Work is both a privilege and a responsibility.
- Community workers help us and we can help them.
- A community is a neighborhood, with homes, churches, and business places.

#### Some Suggested Activities:

- study rural and city life experiences
- visit a farm
- visit a city market
- invite community helpers to the classroom (use parents in different work if possible)
- study the different communities represented in the classroom
- discuss what is happening in my community
- draw a large map of the community—show where each person lives
- continue the discussion of community work and fun throughout the year

### LEARNING ABOUT THE FARM

One day in the fall we read a story about a boy who raised a pumpkin for Halloween. We dramatized the story and liked it

so well that we decided to make a play about the farm boy and his pumpkin. We enjoyed dramatizing this play.

Through this play the children became more interested in farm life and decided to visit a farm. We made our plans. First, we wrote to a farmer and to our mothers asking permission to make the trip. We discussed what we wanted to look for on the way to the farm and after we arrived, rules for safety and politeness. We wanted to find out from first-hand experience how the farmer lives and works, how his work helps us, how the animals on the farm help, what the farmer raises, what machines he uses, what work goes on in the various seasons, what seasonal changes are noticeable and how the life and work of the farmer differs from the city worker. Several mothers took us to the farm.

We stopped first at the meadow. The children ran to the fence. We had learned many songs about farm animals and we sang at the sight of the different animals. We noticed the cow chewing its cud. The farmer milked one cow for us.

We visited the stables and there we saw several horses and a wobbly baby colt. We drew water from an old well and saw a horse drink from the trough.

We saw one man plowing with a horse and another man running a tractor. Each child sat on the tractor, climbed in a wagon and saw rakes and other machines the farmer used.

Next we went into a tobacco barn. We noticed the strong tobacco odor. We saw how tobacco was hung and where it was graded.

A man told us how to call the hogs. We had fun calling the hogs from the pasture. We threw corn to a mother pig and her family.

A bee-hive was near by and we saw bees going in and out of it.

Men were digging sweet potatoes. We peeped into the potato house where they were drying potatoes. The farmer explained the new method of storing sweet potatoes.

We visited the winter garden of collards and turnips and saw the remains of the summer garden and orchard.

We picked cotton and ran around the field where peanuts were stacked.

We visited the chicken pen and fed the chickens and ducks. The farmer showed us how he gathered eggs.

Last, we visited the barn. We saw the animals' food, tasted



Learning from a community helper

the bran, shucked corn, took turns climbing the ladder to the hay loft, slid on the hay and commented on the good smell of the hay-loft. One child found a hen nesting at the back of the hay loft.

Through first-hand experiences we came away with a better understanding of farm life and its contribution to our health and to our community.

After our visit to the farm we wrote notes of thanks to the

farmer for letting us visit his farm and to the mothers who took us to the farm.

We discussed what we had seen and what we liked best.

Many questions were asked and answered. Much interest was shown in reading library books and bringing clippings and pictures from newspapers and magazines from home.

We wrote experience charts of our visit. There was more reading and discussion than writing throughout the entire unit. Writing developed according to our need and interest. To force children to read or write takes the joy out of any otherwise valuable experience.

We more or less just lived, learned and enjoyed the unit together.

Much individual and group painting and drawing was done about the farm.

The class wanted to make a farm so we listed buildings, animals and things to be made for the farm.

Those interested in working on certain things formed different groups. In this way all shared in making the farm.

We listed materials we needed, boxes, chicken wire, planks, cardboard, etc. The children brought most of the materials from home. Groups visited stores, practicing politeness in our requests for materials.

We shared materials, space and time. We took turns in working and in making suggestions.

We learned a better appreciation of each others work.

With the construction of the barn, stable, pig pen, chicken house, sheep fold, tobacco barn and fences, there was much reading for information, looking at pictures and discussion as to shape, size, height and difference in the buildings. We had actual experience in measuring with foot rule and yard stick and increasing our arithmetic vocabulary. Opportunities arose for adding and subtracting: in making the fence for the barnyard, the chicken fence, the number of eggs for each nest to be made, the number of animals needed and also in using materials on hand.

One group dressed dolls and made the farmer from newspaper rolls. This afforded experience in measuring, cutting and sewing.

One group had difficulty in sawing the post for the barnyard fence. A child's father cut the posts with his electric saw. Here we learned the value of electrical aids and gained knowledge in accurate measurement.

One of the fathers who sold farm equipment sent us a small tractor. We made some comparison of old and new methods of farming. Children brought in their toy farm tools and machinery.

A child brought a chicken and a duck to school. We cared for them and watched them grow. Another child brought corn and peanuts from his uncle's farm. We shocked the corn and stacked the peanuts, learning why it was stacked instead of laid flat. This led to a discussion of how weather affects farm work and how the farmer plans accordingly.

The children were busily engaged in many creative activities such as: building the farm, painting friezes, drawing or painting individual and group pictures, making paper mache or clay animals, singing and composing songs, listening to records, writing stories, poems and newspapers and dramatizing stories of farm work or farm animals.

One day after we had completed the farm we were discussing the use of farm animals and the question arose as to what became of all those gallons of milk the cows gave. We read stories of milk and decided to visit a dairy plant to see the actual work being done.

We made our plans. Particular interest was shown in traffic rules and in the business district through which we would pass. We were met at the door by a man who showed us over the plant. We saw how and where the milk was delivered and listened to the man as he showed us how the milk was made

Expressing ideas in a variety of ways



safe for drinking. Many questions were asked. We were impressed with the sanitary methods of the plant and the time saving machines in bottling milk. We counted bottles, saw the difference between pints, quarts and gallons—thus learning liquid measurements through first-hand experience. We learned the prices of milk and ice cream and were delighted when the manager gave us each a cup of ice cream. We took turns going into the cold storage room. Here we learned the value of refrigeration and the differences in degrees of temperature.

We saw men loading milk on trucks to deliver to our homes and to stores.

We left the plant with a broader understanding of how city and farm people are dependent upon each other and how they work together to supply milk to our community.

From the discussion of our trip to the dairy plant we became more health conscious. We discussed how milk and butter and cheese helped make strong bodies. There was a decided increase in the amount of milk we drank both at home and at school. We became more conscious of the importance of Grade A milk.

The children wanted to make butter at school. Our principal loaned us a big churn and gave us some cream. There was much excitement and fun as each one took turns churning and peeping into the churn. We made up songs and rhymes as we churned. When the butter came we washed and salted it, then made it into molds. Here we saw the necessity for cleanliness. We put the butter in the refrigerator to harden. We each tasted the buttermilk and compared our buttermilk to the dairy milk. We had more butter than we could eat so there arose a discussion of what to do with the butter. We decided to invite the first and second grades to share it with us and to see our farm.

That called for plans. We had some honey that was made by bees near our city. One girl brought us some apple jelly that she and her mother had made. We had enjoyed hearing her tell how the jelly was made. Although bread and butter were sufficient for our menu, the group decided to buy more honey and jelly, bread, crackers, and paper napkins. A group was chosen and sent to the store to purchase these things. Here we had experience in deciding the amount of supplies needed, finding the cost of the articles, buying them and changing money. We had first-hand experiences in planning and following leaders, locating and using information, becoming aware of our surroundings and learning something of the work of a storekeeper

and a housewife. A butter knife, silver and cloth for the table were brought from homes by children; flowers were arranged for the centerpiece and the table was set. We learned some simple social courtesies and table manners. The class divided into groups for: receiving guests at the door; showing and explaining our farm; showing the frieze and pictures we had painted; inviting guests to the table; serving guests and saying goodbye. We were happy in sharing with others a piece of work we had done ourselves. We had a sense of joy which working together bring about in any wholesome social situation.

We became better citizens through first-hand experiences, through the joy of working together, through sharing ideas and materials with others, by assuming responsibility for a piece of work, by learning to respect the work, property, and rights of others and by taking proper care of materials. We had fun and grew in democratic living. We grew to better understanding how people in a neighborhood live and work together.



Exploring the community

## THE THIRD YEAR

### COMMUNITY LIVING NOW AND LONG AGO

Children during their third year of school can use life in the community to learn much about how people lived a long time ago. They should learn how our present way of life is affected by the past and that many people have helped to make our present way of life possible. Understanding how people obtain food, clothing and shelter now could make it easier for children to understand how these basic needs of man were obtained in the past. Learning about the ways in which people make a living helps children to realize how much we depend on others in daily living. In these studies children can see the value of human and natural resources and that the way they are used and developed affects our way of life.

#### Some Understandings To Be Developed:

- The basic needs of man have always been food, shelter, and clothing.
- There are many changes in our community from what it was long ago.
- People have changed the way they live, work and play as times have changed.
- The geography of the community, including the outline of

the community, rivers, lakes, and roads, affect the way we live.

### Some Suggested Activities:

(As they participate in various activities, children will use many materials, such as: clay, lumber, nails, simple carpentry and gardening tools, seeds, paints, pictures, science specimen books, newspaper clippings, and other printed materials.)

- visit local airport or other place concerned with transportation
- study ways of travel now and long ago
- study houses now and long ago
- study ways of play now and long ago
- study ways of keeping food now and long ago
- study clothing now and long ago
- study work on farms now and long ago
- study school houses now and long ago
- study Thanksgiving now and long ago

## OUR COMMUNITY

We began a study of our community with a discussion of our parents' work. This was a beginning which was within each child's experience. During the first few days of school we made a survey of the various occupations in our community. Within this listing were many types of work. We discussed the importance of each worker in a community.

We wrote stories of our parents' work, made large booklets of pictures to illustrate these stories, interviewed parents and discussed the work of different people in the community. Later the stories and pictures were made into a "movie," *Our Parents' Work*. Each pupil drew a picture of the work his mother and father did. One person was chosen to introduce different parts of the movie. When our work was complete we invited our parents to see this movie and to have tea with us. The parents especially enjoyed hearing their own children tell about the work which they did. The occupation of each parent was introduced by a song or rhyme which prepared them for it.

We learned that the great influences of any community are its homes, schools and churches. A study of these influences gave us a splendid opportunity to better understand the relationship between people and places. After we studied and visited some of the homes, schools and churches, we visited the theater, courthouse, post office, community building, cold storage plant, hotel, radio station, police department and fire department. Before and after these visits there was much lively planning and discussion. We made careful plans and discussed simple rules of good behavior and safety. We had many enjoyable and interesting visits and interviews.

The industries in our town were a rich source of information. We visited one of the world's largest produce markets which is located in our town. We discussed and visited the following industries: the tobacco market, cotton market, furniture plant, lumber plant, feed mill, hatchery, ice cream plant, grain elevator and dairy. As we visited these industries and during the discussions which followed, it became apparent that the children were gaining a better understanding of our community and were growing in their appreciation for those who make contributions to its happiness and well-being.

Soil in our county was discussed, because we needed to know something about the soil which produced the great variety of vegetables for the produce market. We were fortunate in having a child in our room whose father was county farm agent. He often came into our bustling classroom to assist with our experiments.

Truck farming in our county naturally followed our learning about soil. The study included preparing the hot beds, transplanting the young truck plants, spraying to kill insects, working until ready for market and loading the produce to take to the produce market.

Livestock production in our county was next. We interviewed a livestock development agent from a nearby city. He was in our town in the interest of shipping hogs from the livestock market to other communities. We were amazed at the figures he gave us on the sale of hogs for that particular week. This helped the children to realize how much communities depend upon each other.

Next, we began study of animal helpers in our community. Some of these were mules, horses, a seeing-eye dog, pigs, sheep, goats and chickens. A complete booklet on the life of a pig in

our county was the outgrowth of this study. We chose a well-cared-for brood sow—a brood sow with ten baby pigs. We learned that baby pigs were weaned when about eight weeks old. We discussed how these pigs were fattened and later sold at the livestock market. We discussed the loading of pigs for the northern markets. We began to see more clearly the contributions that our community makes to other communities.

In connection with truck farming and livestock production in the county we planned and made a tour. The county farm agent accompanied us. We visited two farms, the county livestock market, the produce market, a feed store, a hatchery, a poultry farm, a grain elevator, a tobacco warehouse, a furniture plant and a flying school. The county agent took the boys and girls into each of these places and explained the processes or procedures, such as the frozen meat and vegetable processes at the cold storage plant.

Toward the latter part of this study, after we had discussed where we lived and what conditions surrounded us, we made two 24" x 36" maps: "Towns and Cross Roads in Our County" and "Other Counties Which Surround Us." This played an important part in the experience of the boys and girls at this age, because it was the beginning of their study of geography and history. They learned the directions north, south, east and west.

Getting information first-hand





Enjoying new books

They learned that our town is in Sampson County, North Carolina. They learned that North Carolina is in the United States and that the United States is in North America.

We concluded the experiences with a study of leisure time in our community. We visited the county library and looked through the books to find those that we especially liked. Later a committee was selected to make a list. This list was mimeographed and each pupil was given a copy to encourage him to read during the summer.

Our social studies period was always flexible, allowing some time for preparation, planning, working and evaluation. There was ample time for each pupil to share in the many enjoyable activities. Time flies when boys and girls are happy. The boys and girls grew in many social understandings. All of us enjoyed the work and study. The parents as well as the children were keenly interested. We gained a better understanding of each other and a new and growing appreciation of our community.

## THE FOURTH YEAR

### COMMUNITY LIVING HERE AND FAR AWAY

In the fourth year the child begins to use his information about his own home, neighborhood and community to learn about people, homes and communities in other lands. He should see in each region that he studies how the environment influences the lives of the people there. He should come to realize that the people in other lands are more like us than unlike us. They want food, homes, clothing, work and recreation. Man may change his environment or his way of living in these different communities of the world in order to get these needs of life. With the present communications and exchange of good between these communities that he studies, the child begins to see the closeness of the communities of the world. Through the study of people in other lands the child should see that all human beings are entitled to liberty and the pursuit of happiness. In these studies emphasis should be on similarities, realism in their ways of life and an appreciation of the people. The child should gain simple geographic world-wide concepts to be used in his social situations throughout life.

#### Some Understandings To Be Developed:

- Man everywhere is more alike than different. He wants the basic needs of life.
- Environment affects people and determines largely their activities, food, clothing, shelter, and occupations.
- People have reasons for living the way they do; they are not queer because they are different from us.
- Closeness of all parts of the world due to transportation and communication facilities makes us all interdependent neighbors.
- Knowledge of functional facts of a community or land is necessary for true understanding of its people.

#### Some Suggested Activities:

- interpreting maps pertinent to the subject of study
- interpreting flats or pictures in texts
- taking field trips for specific information

- taking trips for social contact experiences and to aid understandings
- using all types of visual aids that are pertinent to the study
- learning folk dances and songs
- making models of physical relief maps
- making or constructing models or diagrams
- making oral reports and having group discussions
- studying famous artists and their works
- using local resource persons who have information on the subject
- making friezes
- making a scrapbook
- dramatizing scenes with simple costumes which the children make
- giving a class made summary of the experiences for another grade or group

#### LIVING IN A HOT, DRY LAND—NORTHERN AFRICA

In our fourth grade classroom we were interested in becoming acquainted with the people in foreign lands. We spent several days in discussing trips that members of the class had taken and what they had learned about people, climate, occupations and customs in their travels in our own country. It was suggested that we bring in pictures, articles, objects, souvenirs and anything that we might find at home from other countries. All of these things were exhibited on bulletin boards, tables and shelves. The children discussed briefly things they knew about the land from which their exhibit came. A globe was used during these discussions and each child pointed out the foreign land from which his exhibit came. Many lands were located and each time we noted their relative position to North America. During these discussions we talked about distances in terms of present day transportation. To re-emphasize the closeness of our foreign lands each child planned a trip from his nearest large city to the foreign land in which he desired to travel. Road maps, railroad timetables, travel folders and air schedules were used in planning the trips across our country, but airplanes

were selected as the means of transportation by most of the children from our coast to the foreign lands. Thus, valuable information was acquired by the children in the fields of arithmetic, spelling, reading, writing, and geography; but most important of all, the children developed a concept that our country is not so far away from other continents and that we are neighbors to these foreign lands.

One child brought a large picture showing a scene of people on the desert and located the Sahara Desert of North Africa on the globe. During these introductory experiences the children had brought out many interests leading into the study of a big topic, Living in Hot Dry Lands, and so North Africa was selected for special study.

This study covered a period of about six weeks during which some other subjects were correlated with this one theme. We accomplished this by reading stories for pleasure and for information; by writing reports, letters, poems and stories; by learning to spell new words associated with our travels of the desert land; by studying resources, climate, products, occupations, shelter, clothing, transportation, customs, and other geographical information; by studying the history of the Egyptians and people of arid lands; by drawing pictures and maps; by

### Listing questions and finding information



making papier mache animals; by dressing dolls; by making exhibits for our sandtable; and by building what we called a television set. We wrote words to our own desert song, studied the effect of the hot climate on desert people during health class, and studied distances, time and other problems in arithmetic. The aim of this study was to help the children develop a better understanding of these people of a hot, dry land and to realize that their ways of living are affected by their activities in securing the necessities of life. This makes them more like us than unlike.

Questions asked by the children were listed on the bulletin board. These questions were answered in connection with our study. Primarily these questions had to do with food, clothing, shelter, education, religion, government, recreation, transportation, occupations, and resources of North Africa and its people. At this time the challenge was to guide the class in acquiring knowledge of what these people do.

As we found answers to these questions the children became eager to find out more things about people of hot, dry lands.

In our search for more information we turned first to the section of our geography textbook, "Living in Hot Dry Lands." A visit to the library produced other helpful information and we borrowed books and obtained magazines and other materials which were used for our classroom study. We planned a schedule in which small groups were able to read daily from our library center. The children became anxious to share their information and materials with the class, and so they decided to have oral reports once a week. Stories were read to the class concerning our study. The children grew in their ability to use reference materials as a result of this reading and research. Many films and slides about desert lands were shown from which the class obtained much information. The class was organized into special interest groups. Each group was to obtain certain information while viewing the films and slides and report on the things they had seen. Some of the slides were shown twice for emphasis.

As our study advanced one group of children wanted to dress people in native costumes. The members of this group chose a chairman and worked out plans for their project. Another group built the pyramids, and showed the Nile River. Another made tents, homes, and a camel caravan.

Another group interested in an oasis asked to paint a large



Dramatizing customs of other lands

wall scene showing people at the oasis. A fifth group secured a long roll of paper on which they painted pictures showing our complete journey through the desert region. This was shown as a "television" program to the class and invited guests. One guest who was a native of North Africa had been invited to talk to the class. He told us many interesting things about the people we had studied.

Upon completion of the study the children invited their parents to the classroom to take an imaginary journey with them. The children acted as guides and explained to their parents how and why these people live as they do. They also reviewed this in the assembly for grades five to eight.

The interest shown by the children during this study, together with the knowledge and information obtained, indicated that a more neighborly and friendly feeling toward the people of these regions was developing. There was a growing realization that people live as they do because of their environment. The class gained a better understanding that these people and all people are concerned primarily with securing happiness and the necessities of life. This fact makes them more alike than different, even though the happiness and necessities of life must be obtained in a different manner.

It was evident that the social growth of these fourth grade children was stimulated by a growing consciousness of living in a world community.

## FIFTH YEAR

### THE STUDY OF THE UNITED STATES

The experiences provided should satisfy the interests of boys and girls in the fifth grade and extend their environments further through understanding of life in the United States and how it came to be. Through these experiences they are helped to develop clear ideas of the settlement of the United States and how this settlement moved Westward. They are helped to understand the factors that influenced the development of North Carolina. They become acquainted with the natural resources of the United States and the influence of natural resources upon areas of settlement. They gain understandings of the influence of the past upon ways of living today.

#### Some Understandings To Be Developed:

- How natural environment influences people.
- How people worked together in the development of the United States and North Carolina.
- The development of democracy and freedom.
- The factors that influenced the development of North Carolina and the United States.

#### Some Activities Or Projects:

- make friezes depicting phases of the development of our country
- dramatize events (ex. "First Thanksgiving")
- develop and show a movie roll of America
- visit historical points of interest
- form a citizenship club

### HOW CAN WE BEST CONSERVE AND USE OUR NATURAL RESOURCES TODAY?

Our school is on the main highway near a small village. Our school ground consists of several acres of scrubby trees, underbrush and eroded soil. Our fifth grade wanted to organize a soft ball team but found it difficult to find a suitable place to play. We wondered if we might be able to clear a space for a soft ball court. After talking with the principal and examining places for

the court we decided to use an area to the left of our building. We could see this area from our window. It was just a tangle of underbrush, tin cans and old bottles. As we discussed the best way to clear the area this question was asked, "Could we burn the underbrush as our fathers do when they clear new ground?" Some one quickly said, "We might set the school on fire. This idea is dangerous!" It was suggested that we could consult the local fire chief and find out the safest way to burn the brush. We asked the local fire chief to come to our room. He talked about the precautions that should be taken when burning brush or trash. We listed these and often referred to them:

Have some water ready for use if needed.

Never burn trash or brush in windy weather or while there is the slightest danger that the fire will spread.

Be careful that your clothing does not catch on fire.

Be sure to check with local fire chief or county forest warden to find out if a permit to burn brush is required.

During our discussion the fire chief told us that we would need to get a permit to burn our brush. He explained that this is not only a safety measure but a way of conserving our natural resources.

In the discussion that followed his visit this question was asked, "What are natural resources?" We learned that these are things that nature has given us to use—climate, soils, forests, minerals, water, etc. We learned that it is necessary to use our resources wisely in order to conserve them and to make a better life for all people. We made a list of the natural resources in our community and in our State. We made the lists into a large chart and added to it as we learned a new resource. The boys and girls began to bring many samples of soil, mica, coal, copper, rocks, etc. There were many rich discussions and interesting experiments.

During this time we made many plans together and soon were ready to begin work on the softball court. We secured a permit to burn the brush. We made a list of things we needed to do, materials we needed and figured the approximate cost of materials. In order to facilitate the work and answer our many questions, we divided into teams. Each team clearly understood the work which it was to do and the contribution which it would make to the project. For example, one group investigated the materials needed and the cost of equipment. Another group made

a study of the soil on our playground and found out the best way to prepare it for the court. A third group brought tools, such as rakes and hoes, and helped prepare the ground. As our project progressed there were many opportunities for reading, experimenting, writing, working with numbers and making reports. There was much activity within and without the classroom. Each day we stopped to evaluate our work and make further plans. It was often pointed out that during the day most of us needed some help with reading, arithmetic, language, science, history, geography, spelling and writing. By arranging our room informally, setting up centers of interest (where groups or individuals could work freely), working in groups and carefully planning our work, we discovered that there was usually enough time in every day to take care of all of our needs. The groups helped to decide on the work which they would need to do at home in order to do a good job or make an added contribution.

As we studied the soil we began to see the difference in poor soil and fertile soil. Since our community depends largely upon cotton and tobacco for its existence, we made a study of the best kinds of soils in which to grow cotton and tobacco. During this study it was pointed out that the early settlers of our country

#### Re-living some experiences of the early settlers



cleared more acres or moved to a new farms when they needed more fertile lands. We studied a large United States map and located the early colonies. We used our textbooks to find more information, to study maps, and to enjoy pictures together. We listed some things that we wanted to find out about:

Who were some explorers?

Are men still exploring today?

Did the pioneers pay the Indians for the land?

What crops did the pioneers grow?

What natural resources did they discover?

How did they use these natural resources?

What great rivers did they find?

How did the climate affect the crops?

We found an abundance of materials that were helpful to us in our study—interesting pictures from different states, U. S. Maps, globes, road maps, brochures from state chambers of commerce, library books, magazines, newspapers, old clothes, guns, or household articles, travel posters, etc.

We enjoyed some film strips of pioneer life and found that they answered some of our questions. We often discussed the stories that we read and determined if they were true. We learned many games, poems, songs and dances used during the pioneer days.

With cold water paint and a wide strip of wrapping paper we made a large frieze showing pioneer life. Since many people worked on this frieze, we needed to plan and talk together in order to produce an accurate and well planned piece of work. We discussed some techniques of drawing and did some research to find out some special things we needed to know. Some of the children used crayons, water colors or poster paints to make smaller pictures on 24" x 36" drawing paper. There were many interesting pictures of rivers, mountains, farms, log cabins, block houses, stockades, boats, horses, Indians, pioneers, etc.

A group became interested in the foods prepared and eaten by the early settlers. They prepared a meal of these foods and served it to the group. We ate the meal around a campfire and later stayed to talk, sing, and dance around the campfire.

During our study we often discussed our material resources and compared these with those of other states. We needed to use our geography and history texts, and much other material to increase our understanding and answer our questions. We

needed to learn some techniques of locating and evaluating information. This led to a discussion of the best ways to use the libraries, dictionaries, encyclopedias, maps, indexes, etc. In locating information we found that it was helpful to know that the United States is divided into sections, such as the New England States, Middle Atlantic States, Southern States, and Central States. For example, we found that we could more easily locate some information about the soil used to grow cotton by referring to the section about Southern States.

As we compared our natural resources with those of other states we listed these questions:

What is the condition of the natural resources in our country today?

What is being done to conserve and use these resources wisely?

What else needs to be done to conserve and make better use of our natural resources?

After listing such questions as these we divided into groups to secure information and to pool our findings. Some of the resources studied by the groups were soil, water, wildlife and minerals. With the use of a slide lantern we made a large map by projecting an outline map of the United States on a large piece of cloth. Each group brought articles to represent resources or products and placed them on the map. Each pupil had a part in coloring the states, rivers and mountains. A group was chosen to print the name of states, rivers, etc.

Each group made its own plans for working and finding information. Later they reported their findings to the group. For example, one group studied about trees. They reported that the early settlers did not use this resource wisely. As the colonies grew the people cut down more and more trees to build homes, rafts, boats, wagons, furniture, etc. Often they carelessly destroyed many trees. Their campfires sometimes spread and destroyed whole forests.

In their search for information this group went to the library, visited the county farm agent, wrote for bulletins of the United States Forestry Service, and with the county forest warden planned a trip to a local saw mill.

They reported that even though our forests provide one of our richest sources of raw materials for products that we need and enjoy today, there is very little virgin forest left in our

country. They made two large maps, one to show how much of our country was covered by forests in the early days and one to show how few of our forests are left today. They listed the many products made from trees and reported that every inch of a tree is being used today to make some valuable product. They reported that because of the wholesale destruction of our forests much of our soil is eroded and many of our rivers are flooding and ruining the fertile farm lands. This has made it necessary for us to take measures to protect our forests. Some of these measures are: United State Forestry Service, state forestry departments, National and State Forests, and projects by individuals or groups to encourage conservation and wise use of forests.

The problem arose, What can we do to help preserve our forests? The class came to these conclusions:

All citizens, including children, are responsible for the wise use of our forests.

We can help inform others about the wise use of our forests.

We can make large posters to show how to protect our forests.

We can report to the local authorities any unwise use of our forests.

We can cooperate with other people or organizations who are engaged in preserving our forests.

We can encourage our parents to reforest land unsuited for agriculture.

We can plant some trees on our school ground to help preserve soil and to attract wildlife.

From time to time we evaluated our work. We planned some informal tests or games to check our knowledge and understandings. Samples of the work of each pupil and notes of individual pupil progress were kept in manila folders. Each pupil helped to keep his folder up-to-date and often helped to make notes concerning his growth and behavior. It was evident that all of us gained a better understanding of the growth of our community, State and country, as we learned to appreciate them more fully, and as we began to recognize our responsibility for the wise use of our natural resources.



Learning to appreciate the contributions of the past

## THE SIXTH YEAR

### HOW THE PRESENT GREW OUT OF THE PAST

The child at this age should gain through a study of the civilizations of Europe, Asia and Africa an understanding of the contributions of their civilizations to our life in America today. This study provides rich opportunities for the child to view his own world as made up of contributions from earlier times. The ways in which man has used his resources in the past should be compared with the ways he is using them today. This will afford an opportunity to show how both geography and history have contributed to our present civilization. Many opportunities should be provided for pupils to study contemporary life and problems of other peoples.

#### Some Understandings To Be Developed:

- All eras and periods of civilization have contributed to our life in America today.
- Nations and individuals are interdependent.
- Many American ideals had their beginnings in Europe.
- Man in all ages has adapted himself to his physical surroundings.
- Ways of living in other countries are like our own in many respects.

- Democracy is a way of life.

#### Some Suggested Activities:

- reading for information about people of different ages
- constructing houses of different ages and peoples
- visiting the Art Gallery, Museum, Hall of History, in Raleigh
- collecting pictures, writings and articles from other countries
- drawing individual pictures and murals or friezes showing medieval scenes
- dramatizing events, stories and scenes pertinent to the study
- using oral reports
- making graphs to show comparison

### A STUDY OF GREECE

At news period one morning one of the pupils reported that two new girls had entered the school. The girls were from Greece. They knew very little English and were anxious to have an interpreter. This report led to a discussion of other people living in our town who were natives of Greece. One pupil asked, "Where is Greece?" Greece was located on the map. Many questions were asked and finally one pupil said, "I'd like to study about Greece." This interest could lead into experience which involved a part of the North Carolina social studies curriculum for the sixth grade. We began to talk about and to list some of the things we knew about the Greeks. By the study of maps we decided upon some things that we thought would be true about the surface, climate and probable occupations of the people.

The next morning when the children came into the room they found a few pictures on the bulletin board which showed scenes in Greece. On the table in the library corner they found a book of Greek legends and myths. To stimulate further interest we read some of these. After a few days the room had the air of a Greek museum. Among the articles brought by the pupils were the following: copies of Greek newspapers, personal letters from Greece, the Greek alphabet, pieces of Greek money, recipes of native Greek food, stories of Olympic games, a Greek Bible, masterpieces of Greek art and sculpture.

The articles brought in aroused the interest of the whole class

and laid a background for many questions on the civilization of Greece. Various reading materials were at the disposal of the children, so that it was possible for each child to do work on his own grade level. After looking through the materials awhile, the children raised these questions:

Why was Greece the first country in Europe to be civilized?

Where did the Greek gods live?

Who was the best known writer of Greek literature?

Where are the famous Greek ruins?

What is the story of Alexander the Great?

What was the training of a Spartan boy?

Why is the Parthenon considered one of the most beautiful buildings in the world?

Was a Greek market place like a market place of today?

What were the crops of Greece?

What was the Greek home like?

How did the Greeks live?

What did they do for the world?

What games did they play?

Re-inacting a scene from the life of early Rome



Why do our ministers study Greek?  
 What were some of the stories of Greece?  
 Were the temples like our churches?  
 How did the people dress?  
 Who were famous people of Greece?  
 How is life different there today? Why?

We decided that the most important things for us to watch for during the whole study would be: "What did the Greeks contribute to the world?" With this main problem in mind the questions listed above and many more were reorganized into the topics listed below:

Religion	Plays
Gods and goddesses	Socrates
Superstition	Science
Festive days and ceremonies	A Greek school
Temples—The Parthenon	A Greek home
Art	Important Greek Cities
Temples—The Parthenon	Athens
Statues or poses—The	The Acropolis
Wrestlers, Discobolus,	Market Place
Fighters, Runners,	Wall
Flower Holders, and others.	Home
Physical training	Sparta
Olympic games	Corinth
Leaps and dances	Antioch
Dress	Olympia
Education	Government
The alphabet	Democracy
	City states
	Athens

The children divided themselves into research groups. It was surprising how many good materials we found. We had group discussions. These were followed by tests planned cooperatively by teacher and pupils.

Some activities were:

- Greek dances
- carving statues from soap or wood
- molding statues of clay

- dressing dolls in Greek costumes
- making a Greek house
- dramatizing Greek stories
- making a list of things studied
- making a class booklet for future reference
- making posters and friezes
- making the pediment of the Temple of Aegina
- evaluating work done by the group

Each committee, after doing extensive research, made a summary of its particular part of the study. These summaries were shown in various ways. The children organized and reviewed questions and reports covering the entire experience. This not only tested their knowledge of subject matter but also their growth in selecting the points they considered most important. The children made noticeable growth in their ability to work together in a democratic, effective manner. This study presented many opportunities for the pupils to progress in their ability to express themselves through creative art, music, rhythms, writing and speaking. The culmination of the unit was reached when a Greek play, planned and written by the class was given. Each warrior made his own shield, dagger and sword for the program. The girls made fruit of clay for the offering for Athena. A group of boys decided to make a Greek ship. The creative work done by the pupils made the festival following the play a very colorful scene. Dances and songs were used, closing with a procession showing some of the people going to the temple with the offerings for Athena.

As a result of this unit the children grew in the use and understanding of reference materials and in the ability to answer questions. They overcame timidity by giving oral reports from notes taken from various readings. They showed increased ability in locating materials in encyclopedias, using table of contents, selecting pertinent material and writing bibliographies. They developed skill in comprehensive reading as was shown by answering questions, studying pamphlets and locating cities of ancient Greece. During the seven weeks devoted to this study the children's vocabulary increased. It was especially pleasing to see that we had grown to understand better another people whose beliefs and customs are different from our own.

## THE SEVENTH YEAR

### UNITED STATES HISTORY AND RELATIONSHIPS WITH NEIGHBORING LANDS

Emphasis at this level is on our American heritage as a democracy has grown and on our relationship to neighboring lands. The social studies program should provide many opportunities for the pupil to participate actively and intelligently as a citizen in the classroom, and the community. In this study he sees the State and the nation develop in so far as his maturity will allow him to understand.

#### Some Understandings To Be Developed:

- The democratic way of life recognizes the importance of the individual.
- People from many countries came to the Western World and made unique contributions to its development.
- The United States and her neighbors have many common interests.
- The interdependence of man and nations makes understanding and general good will increasingly important.
- Inventions and discoveries helped to make the rapid development of the Western World possible.
- The wise use of natural resources is necessary to the well being of a country.
- Education has been an important factor in the development of the United States.

#### Some Suggested Activities:

- reading for information about our Southern neighbors
- reading stories about Pan-American life
- making a map showing the main paths of travel of the Westward Movement
- collecting information about the United Nations
- making a list of the countries belonging to the United Nations
- drawing individual pictures and friezes of life in the colonies
- making a list of the community resources that could be used to enrich learning experiences

- using a film about the writing of the constitution
- writing stories and reports pertinent to the study
- preparing and giving oral reports
- organizing and outlining information for presentation
- evaluating activities

The seventh school year has some topics that were studied in the fifth school year, such as the early settlements. But we see these periods again, units one and two, with different emphasis: how and why the people were ready to begin life anew; how the ways of democracy began to grow; how the new environment changed these people as new lands and environments change people everywhere.

Since units one and two were covered rather thoroughly in the fifth year, less time might be given to these units in the seventh year. Work here should be at a higher level with more parallel reading and other enriching experiences provided.

Units of study for the year are suggested in the adopted text. One of these, The United Nations, is described below.

### THE UNITED NATIONS

During a study of the League of Nations this question arose: "Are the aims of the League of Nations and the United Nations the same?" Many questions were asked.

The following is a list of some of the things the children wanted to find out:

- What is the purpose of the United Nations?
- Who belongs to the United Nations?
- How could the functioning of the United Nations bring peace to the world?
- What kind of persons are needed to serve in the United Nations to make that organization a vital factor in preserving world peace?
- How could the United Nations control the atom bomb?
- Should universal military training become a law in our country?
- What part can the United States play in the United Nations



Expressing individual ideas

in bringing about understanding, cooperation, friendliness and peace in the world?

- What are the major problems facing the United Nations today?

The teacher had the following objectives in mind as she did some preplanning for this study:

To help the children locate each country of the United Nations and to see the areas represented throughout the world.

To consider the occupations of the people, and some of their customs.

To review early American history and see how the great documents and events of the period gave us the freedom of a democracy which we enjoy today.

To help the children understand that people in other lands are similar to people in the United States.

To help the children know more about the people in other parts of the world.

To promote the love of peace.

After much discussion the group planned the work which they wanted to do. There were special committees to gather information and to collect pictures and other materials. These committees often delved into the past history of the United States as well as the geography of other lands. Letters were sent to

the United Nations for information about its organization and functions.

Each pupil chose one country in the United Nations about which to make a study and report findings. The library was used extensively. Many books, magazines, newspapers, encyclopedias and films aided the pupils in their search for information. Songs and dances of the countries under study were learned. Stories and poems of the countries were read, told and illustrated. A native Australian visited the class and talked about Australian people, their customs, land and government. A talk by a person who had made a recent visit to Mexico and an address by an Englishman brought these nations close to the children. Other background information was gained through the study of great men who helped write the Declaration of Independence, the Constitution and the Atlantic Charter.

After study of the drawing up and signing of the Declaration of the United Nations, the class studied the "Big Four" Pledges, the organization, aims and functions of the United Nations, the San Francisco Conference and the ratification of the United Nations Charter.

The children continued their study by learning about the people who had aided greatly in the development of the United Nations and of the various homes of this organization.

Special emphasis was given to any item pertaining to the United Nations, whether heard on the radio or read in the news. Children became increasingly conscious of the value of the United Nations.

Near the conclusion of the project there was an informal debate on the topic: "That the Proper Functioning of the United Nations Would Maintain Peace Throughout the World."

Another group wrote two original plays which the class dramatized. The plays showed that the children had learned much through planning and carrying out these activities.

Throughout the study the children showed joy and pride in doing a good job. There was much creative work. An objective tests which covered important phases of the United Nations was used to evaluate the children's comprehension of the study. We gained a better acquaintance of people in other lands. We came to a fuller realization that people in other lands are similar to people in the United States. There was a deeper feeling of patriotism and a more tolerant attitude toward other nation-

alities. We gained a new appreciation of the democratic way of life and a desire to work for world peace. Some of the children used a part of their weekly allowance to buy food to send to the needy children of Europe. We concluded that the United Nations stands for peace and freedom. There was a growing realization that while the world is facing many major problems today, the United States can play an important part in bringing about understanding, cooperation, friendliness and peace through the United Nations. All of us had a better understanding of the idea of "one world."

#### Seeing the world today



## THE EIGHTH YEAR

### THE STORY OF NORTH CAROLINA

The study of North Carolina is the story of the development of the State—its government, people, industries, education, roads, and cultural aspects, such as art, music, and literature. It should be approached with a viewpoint of contemporary life in the community and its relation to larger areas, such as the State, the nation, and the world. For a study to meet the needs of the child and enable him to utilize the resources of his community, the plan of study varies from one community to another.

#### Some Understandings To Be Developed:

- Knowledge of the State and its problems is necessary for intelligent participation as citizens.
- A study of the community, its needs and problems, helps pupils to become aware of their responsibilities as citizens.
- Knowledge and understanding help to promote better relations between school and community.
- The rapid changes in our ways of work and living are the results of certain causes.
- A knowledge of the past helps in understanding contemporary life.

#### Some Suggested Activities:

- teacher-pupil planning on the work of groups and on individual responsibilities in the development of topics.
- collecting objects of value for instructional purposes
- constructing models, scenery, etc.
- making dolls—illustrating periods in history
- making maps, charts, graphs, posters
- designing murals and making costumes
- learning dances and songs relating to historical events, such as the Highland Fling, Square Dance, Virginia Reel, and Minuet
- taking trips to points of interest, landmarks, etc.
- inviting resource people in the community to share their knowledge and experiences

- dramatizing historical events
- interviewing key people in the community
- debating certain issues and holding open forums
- evaluating and summarizing findings
- organizing materials in a center of interest, showing variety in the tangible objects and works of children that make the topic come to life
- making diagrams and constructing scenes (e.g. a scene of "The Lost Colony," or one illustrating the leading crops in North Carolina)
- reading for information and for pleasure
- using maps, globes, newspapers, magazines, graphs, dictionaries, indexes, tables of contents, etc.
- securing and interpreting information from current literature
- making and using files
- making talks
- writing creatively
- studying the incidence of diseases in the State and their causes
- studying safety hazards and safety programs

#### Materials:

1. *North Carolina, A Guide to The Old North State*, University of North Carolina Press, Chapel Hill, 1939.
2. Valuable materials on State and local history. Single copies (only) free to teachers. Mimeographed list of publications, which is revised frequently, is available. State Department of Archives and History, Raleigh, N. C.
3. *North Carolina Resource Bulletin Series*. A series of bulletins written at the upper grade level giving information about the human, social and natural resources of North Carolina.

Bulletins published in this series are:

*Public Welfare in North Carolina*, N. C. State Board of Welfare, 1949.



Discussing our freedoms

*Our Wildlife and Its Wise Use*, N. C. Wildlife Resources Commission, 1949.

*Know Your North Carolina Department of Labor*, N. C. Department of Labor, 1951.

Other bulletins are to be published. Requests should be made to the respective State agencies.

4. Howell, Henri Andrews. *Muddy Water*. Applied Economics, Inc. Box 151 Winchester, Massachusetts, 1949. Single copies 35¢.
5. *Studying the State of North Carolina*, State Department of Public Instruction, Raleigh. 25¢.

### HISTORY IN A SMALL TOWN

During the first month of school the social studies revolved around two centers of interest, the dramas "The Lost Colony" and "Unto These Hills." Both of these dramas depict parts of the early history of North Carolina. Our discussion pointed out that these two dramas are part of a trend for local people to write and dramatize their own history in an authentic setting. The question arose, "Why can't we do something like that?" Immediately a thorough study of the early history of our community was begun. Many interesting bits of local history were

brought in by members of the group. One story in a news clipping told about the oldest landmark still standing within our city limits in a location originally known as "Shaw's Ridge." Although the Shaws were not the very first family to settle in this vicinity, they were a typical early family of this Scotch settlement. Another told about the old "plank road" to Fayetteville and another about early Indian trails in this community. These were read, discussed and evaluated by the class. The decision of the group was to do some exploring into the background and history of some of our early settlers. Some of the methods used effectively for getting information were to: interview parents, friends, historians and others; collect old pictures, books, letters, news clippings, etc.; invite visitors to make talks to the class; visit old landmarks; and read contemporary history of the period in history books.

At regular periods informal progress reports were made. Information was shared by the group. Oral and written reports, committee reports and class discussions took place each day.

Some of the students gained valuable information from their families. One committee interviewed a pupil's grandmother who gave bits of history that had been handed down from one generation to another in her family. This interesting interview was reported to the class. All members of the committee contributed to the report, thus making it a lively discussion. A progress report showed that we had learned the following things about the early settlers:

These settlers were religious people; they attended the Presbyterian Church.

Often the family gathered around the fireplace, roasted sweet potatoes, popped popcorn, and sang songs.

There were no schools at Shaw Ridge. (The parents and older children taught the younger ones).

All members of the family helped with the work, even though they had a slave or two.

They made most of their clothes and raised things to eat.

They made trips to Fayetteville to buy coffee, tea, sugar, salt.

They traveled via horseback to get a doctor.

Sassafras tea was often prescribed for sickness.

They made their own medicine from herbs and other sources.

The kitchen and workroom were in two separate log buildings back of the house. In this way, if there were a fire, it might not burn the house.

They were friendly to strangers passing through and invited them to stay for the night.

They worked hard, but had fun. There were community sings, candy pulls, parties, hunting parties, corn shuckings, quilting parties.

Neighbors lived several miles apart. Sometimes they would spend the day with each other.

They went to Solemn Grove for their mail about twice a week.

In the light of the information gathered questions arose from time to time. *Planning continued throughout the study.* Some of the questions asked were:

Did they have a blacksmith shop?

Did they write to relatives?

Were the people for or against slavery?

Were they interested in State and national politics?

Did they fight in the Mexican War?

Did the people of this vicinity realize that N. C. was a leading "gold state" before the California "gold rush?"

Has anybody around here found gold?

What were some of the square dance numbers played at this time?

What hymns were sung at Bethesda Church?

Did they have a regular minister at Bethesda?

How did they conduct their church services?

Did a doctor live in this vicinity?

After the group had collected sufficient information for several weeks, we agreed that we were ready to write a play.

Since the Shaw house was the oldest landmark within the

Enjoying folk songs and dances



city limits of the town and since the Shaws had been a typical early Scotch family of the vicinity, the class voted to dramatize the Shaw family as they might have lived.

Before an attempt was made to write a play based on the life of this Scotch family, the students reviewed the information which they had gleaned from their study.

The Bible belonging to the Shaw family was borrowed and brought to class. From the names of the family listed in the Bible and their dates of birth the class figured the ages of each person in the year 1848 and placed them as characters in the play.

As a group the boys and girls discussed ideas for various scenes which might be used in the play. The following ideas for various scenes were recorded on the board:

- corn shucking
- quilting party
- stranger coming in—giving news and information
- reading family Bible by firelight
- doing chores around home
- men coming in from hunting
- singing around fireplace at night
- telling stories about ancestors in Scotland
- reading aloud a letter
- older children teaching younger ones
- dancing
- children playing games
- having a party
- having a member of the family come back from a trip—telling about experiences
- travelers stopping over for night
- serving tea
- popping popcorn in front of fireplace; roasting sweet potatoes in ashes
- mother sitting by fireplace singing lullaby

Each person using his notes, information and ideas for scenes wrote an original play which he read aloud in class. As each play was read it was discussed and the good points were recorded.

The class agreed to write the play. First they selected a few specific scenes and make an outline, giving the most important data.

The outline below emerged from class planning:

Historian:	General information	
	Short early history	
	People were of Scotch descent	
	First white settlers	
Place:	Shaw's Ridge	
Time:	1848	
Characters:	Family of ten	
Scene I.	Quilting party	
Scene II.	Square dance and Virginia Reel	
Scene III.	Fireside gathering	
Introduction to	Quilting party	
Scene I.	Description of work at that time	
	All members of family participated in work	
	Most of the necessities of living were made at home	
	A few articles were bought ready made in Fayetteville	
Description of	Types of entertainment:	
Scene II.	hunting	father, head of
	sewing	house
	candy pulls	family religion
Description of	Family life:	
Scene III.	schooling	corn shuckings
	entertainment	singing
	work	dancing

The first scene showed a group of women at a quilting party as they talked, worked, and ate cookies. The talk centered on treating family ailments, clothes, trips to Fayetteville, gold rush in California, their families, recipes, etc.

The introduction and other scenes were written. For the last scene, the class explored beyond the local community to that of the State and national happenings, trying to interpret the early community in its relation to the outside world.

A well-known writer and historian, who lived in the community, was invited to the classroom. He told the class about the customs and contemporary history of the period. He said it was extraordinary that the Shaws could read and write, because at this time only one out of seven people in North Carolina could read and write. We learned that the Shaws were an up-

right, religious family, not too rich, not too poor. The pupils discussed their ideas for the play with him.

Finally, after re-writing the three scenes and using a historian to introduce the play and weave the scenes together, the actual production began. All pupils participated. Those who did not have acting assignments assisted in making stage and props.

Usually in a unit of study all pupils do not contribute to all activities, but sooner or later everyone finds a particular area in which he can make a contribution.

Not only did the entire class participate in the production, but the people in the community also cooperated in many ways. Old time fiddlers provided music for the square dance; mothers made costumes; and many others also made contributions.

One desirable outcome of this study was the building of co-operative community relationships and helping many people to better understand and appreciate the contributions made by the past to our present way of life.

Representatives from the Hall of History, Raleigh, took pictures of the scenes and made a recording of the lines, so they could be kept on file for future reference.

When we evaluated our work we agreed that the study had helped us to:

- learn more about our community
- appreciate our heritage better
- arouse in others of the community, county, and State a desire to learn more about history
- make friends for the school in the community and in other areas
- develop critical thinking
- use self-expression
- work according to our own interest and ability
- develop techniques for research work
- participate in planning, executing and evaluating

As the students grew in understanding and appreciation of their local community, they were more ready to begin a study of the History of North Carolina. It is in this way that the boys and girls at this age begin to expand their concept of the ever widening circle of home, community, state, nation, and world.

Here are a few suggested problems for further study. It is not necessary to teach all of them in any one year. Some may be eliminated, others added.



Collecting and exhibiting relics of historical importance

How can we make our local community a better place in which to live?

How can we conserve, develop and use most wisely the natural resources of our State?

How can we use the cultural resources of our State most effectively?

How can we find job opportunities in North Carolina when we finish school?

How can an adequate education be provided for all North Carolinians?

How can we help to reduce the number of accidents in our State each year?

How can we help reduce the number of man hours lost each year in North Carolina because of sickness?

## THE SECONDARY SCHOOL

Although the total school program is concerned with the improvement of American citizenship, the social studies teachers still accept a major responsibility in helping each secondary school pupil to:

1. Understand and appreciate the ideals, traditions, and institutions which have shaped American development.
2. Understand the social, economic and political problems facing the local community, the State, the nation, and the world.
3. Become more sensitive, to and concerned about, the problems of using natural resources, human resources, and social resources.
4. Develop ability to meet situations involving social relationships.
5. Develop a sense of social responsibility.
6. Practice citizenship skills in meaningful situations.
7. Become familiar with important premises of American democracy in such areas as:

Rights of a life and liberty.

Rights to a fair trial.

Right to influence government.

Responsibilities of individual citizens.

The rights of free enterprise and free labor.

Probably the fundamental aim of the social studies program in the secondary school is to develop all pupils into functioning citizens who learn by participation how, when and why the government and the other cultural institutions operate. However, factual or book knowledge alone is not sufficient, for it is entirely possible that a citizen may have a good factual knowledge of his government and its history and still not be a good citizen. It is necessary, therefore, to couple knowledge with action in trying to develop the attitudes, skills and appreciations necessary for good citizenship.

One of the best ways to teach the skills of citizenship is to provide meaningful situations in which pupils may practice those skills. Laboratory practices in citizenship may be selected at

each grade level. Some of the democratic processes that may be included in the practices are:

- Discussing
- Exercising public opinion
- Negotiating
- Compromising
- Voting
- Acting on committees
- Acting through representatives

Each school and community offers numerous possibilities for practices in citizenship. A few suggestions are:

- Surveying factors influencing public opinion
- Using local lawyers
- Following and influencing legislative action
- Forming a pressure group
- Using student elections
- Celebrating United Nations Day
- Assisting in local, State, national and international relief projects

The social studies program should be made dynamic and vital in the everyday living of youth. The school should lay greater stress upon those experiences that will be meaningful for the average student. However, it should be recognized that the experiences which are fruitful for one person are not necessarily helpful to another. A variety of experiences, therefore, should be provided in the social studies program, and it is through wise teacher-pupil planning that these experiences should be selected. The suggestions that are made on the following pages, including the sample units, are intended only as aids to the social studies teacher.

### **PRE-PLANNING FOR PROBLEM APPROACH TO SOCIAL STUDIES**

The type of units or experiences into which a course in social studies is organized will depend entirely on the approach used. In most social studies classrooms, one finds the subject matter organized into units according to one of three approaches: chronological, topical or problem solving. Each of these approaches has its advantages and disadvantages. For this section of the bulletin the problem solving approach has been chosen.

There are two essential characteristics of a problem: (1) it is an area of tensions or conflicts which can be resolved only by

a solution of the problem; and (2) it involves the choice of a course of action from among two or more possible solutions. A simple question may or may not be a problem. If the question can be answered factually, if it does not require a choice among solutions, it is *not* a problem. "How is the Congress of the United States organized" is not a problem. "How can democracy in the United States be preserved and strengthened", "How can we help to eliminate crime," "How can we become intelligent consumers," and "How can we build a government in our schools which will best serve the students" are problems.

The problem solving process involves such behaviors as:

1. Recognizing and defining a problem.
2. Discussing the different aspects of the problem and suggesting some possible solutions.
3. Collecting data.
4. Relating data to the problem.
5. Forming conclusions.
6. Verifying and applying conclusions.

Problems should be selected with the *needs* and *interests* of a particular group of students in mind. Students should also have a part in the selection of the problems.

After the problem has been selected the teacher should engage in some pre-planning. This pre-plan should be flexible and subject to change and growth during the development of the unit. The pre-plan is to be used as a guide to point directions and give suggestions which can be used or changed.

The following pattern has been found useful in pre-planning for problem approach units. This pattern has been used in the pre-plans for the teaching units included in this bulletin.

#### STATEMENT OF PROBLEM

##### I. Significance of problem.

Analyze the problem. Point out its social importance. List the sub-problems. Raise questions. Point out a few possible directions the solution can take. Do *not* give answers or solutions. This part of the plan should give a clear overview of the problem situation. If a teacher who did not make the plan uses it, this part of the plan should orient her to the problem.

## II. Purposes.

### A. Understanding and generalizations.

It is suggested that the probable solution to the problem be listed as complete statements. These are your guessed at or hoped for answers to the problem. They should be listed as *complete statements*.

### B. Attitudes and appreciations.

Behaviors—Each attitude or appreciation should be listed as student behaviors that will tell whether or not the particular purpose is being accomplished.

### C. Skills and abilities.

Behaviors—Define each specific skill or ability in terms of the student behaviors involved.

Note: This section on purposes should not be too long. One serious defect of many teachers is to set up more purposes than can be accomplished. It is better to set up the number of purposes that the teacher and students can carry in their minds. To set up more than this is certain failure.

## III. Activities.

### A. Initiatory.

List here several activities or ways of beginning or initiating the unit. The activities should be participated in by the entire group.

### B. Developmental.

List here a great many activities that will build background and cause growth in understanding of all aspects of the problem. Some of these activities may be individual, some committee, and some may be for the entire class.

### C. Culminating.

List here activities that will cause a review, a summarization of what has been done, that will call for a decision or a conclusion to the problem under study and will suggest action.

Note: In making activities, say *What* is to be done and *Why*. The *Why* should refer to some of the specific purposes listed in the purposes section of this plan. A large variety of activities should be used. Do not confine yourself to just questions and answers.

## IV. Evaluation.

Try to find out whether the problem has been solved and the pur-

poses accomplished. How have student behaviors changed as a result of the work during the unit.

A. Paper and pencil tests.

The old paper and pencil tests (standardized or homemade) may be used for some purposes, but they are totally inadequate as a lone means of evaluation.

B. Other means.

List here any evaluation means or procedures used other than paper and pencil tests. List your observations, diagnostic texts, cumulative record items, student evaluation, and the like.

V. Bibliography and materials.

List *all* material available for student use in solving the problem

A. Books.

B. Magazines, bulletins, and other perishable materials.

C. Environmental materials.

D. Audio-visual aids.

1. Radio.

2. Music.

3. Movies, etc.

It is to be emphasized that this pattern is for a pre-plan and it is not to be considered complete or final. Any pre-planning can be changed as the unit progresses. It is a suggestion of what might be done. Especially in purposes and activities is there room for variation. Not all the purposes and activities must be used. On the contrary, some may be dropped and others added.

## THE NINTH YEAR

### LIVING TOGETHER IN OUR DEMOCRACY

The social studies for the ninth year will occupy a strategic position in the twelve year program of every school, but there can be no set pattern which will apply to all schools alike. Each school must develop its own plan for the pupils of its particular community, and the guiding principles of each separate plan must of necessity be individual and flexible enough to permit changes from year to year and from class to class within each school.

Since many pupils find difficulty in making adjustments to the high school organization during their first year in the secondary school, the social studies course for the ninth grade should be designed to some extent as an orientation course. It should introduce pupils to their new surroundings and acquaint them with their changing responsibilities.

Of the four courses generally carried by the first year high school student, the social studies course perhaps offers the best opportunity for the inclusion of occupational information and guidance. Among the books listed for the ninth grade are several dealing with vocations and the choice of a life work. Teachers should keep abreast of the times and use current information concerning employment opportunities and possibilities for vocational training. Also, the work of the social studies class should be of such a nature as to offer pupils guidance in choosing their future high school courses. Thus it may be possible to help hold in school a few who are on the verge of dropping out and becoming maladjusted adults who will add to the community problems.

The large centers of interest selected by each school will depend upon several factors, chief of which are: The nature of the courses which have gone before and the ones which are to follow; whether the school is rural, village, or urban; the proportion of students who are likely to go into farming, business, industry or college; and the special needs and the interests of the community.

The problems suggested for this course may be taught in any order and may be revised or enlarged in accordance with the goal set by the teacher and pupils. The central aim should be the development of vital concepts and the accumulation of

sufficient information about democratic living to enable the student to understand and appreciate the American way of life and to solve problems effectively.

This is a suggested list of problems. It is not necessary that all of them be taught in any one year. Some may be eliminated, others added.

How can I understand myself and my community and find my proper place in it?

How can young people select suitable vocations and prepare themselves for them?

How can we help our local, State and national government to function better?

How can we help to develop good will among cultural, racial and religious groups in our community and State?

How can we help to conserve our total resources?

How can we use and develop more adequately our cultural resources?

How can the Southeast region of the United States develop its total resources to the best possible advantage?

How can our community meet its recreational needs?

How can I live more safely in my community?

Materials can be many and varied. Wise use should be made of current literature which has been carefully prepared for students of this age. School journeys and other visual and auditory aids are especially recommended.

The State-adopted basal and supplementary texts when used as intended, viz. as source material, will supply most of the information needed to develop the units of instruction suggested. Other material from the library will enable the class to pursue special interests.

## HOW CAN WE IMPROVE LOCAL GOVERNMENT

### I. Significance of the Problem.

Regardless of where one lives he is influenced by rules, ordinances, and laws which he may or may not like. These regulations or restrictions usually are on the scene when one arrives and he faces the problem of adjusting himself to them or of adjusting them to his desires and needs. His happiness and suc-

cess depend on his relationship to them. Because of the nearness of local government to him, local regulations impress him most; and, necessarily, he is more sensitive to them than to those more removed from his everyday life. However, the nature of government in a democracy is such that interest or understanding of and participation in the local government involves and demands certain understandings of State, national, and international governments.

With the constant growth of population, with the increased pressure from living closer together, and with many dangers from without threatening man's opportunities to control and relate himself properly to every other individual in regard to the best welfare of all, it seems that his future well-being depends most on his relation to his local government. It is through this relationship that he interprets himself not only as a local citizen but as a State, national and world citizen.

When reading the results of a local election, one is shocked at the indifference exhibited by so-called good citizens who never bother to participate in using the powerful right of voting. Then when one hears the accusations brought against legal officers and the entire local structure of government, he is thoroughly disgusted with existing ignorance and lack of responsibility toward good government. Can anything be done to change this indifferent, pessimistic, and prejudiced attitude toward government? Can anything be accomplished in a ninth grade classroom toward arriving at a more desirable viewpoint? What can we do to help make our local government a good example of democracy in action?

## II. Purposes.

### A. Understandings and Generalizations.

1. Local governments are set up for the welfare of all.
2. Our present representative democracy is a form of government which is the result of an immense amount of time, effort and sacrifice upon the part of many people.
3. A democratic form of government provides a peaceful means by which to bring about desired changes.
4. Government affects our social and economic as well as our political life.
5. The democratic government, regardless of its size, is

- determined by the people who provide, execute, and interpret it.
6. All groups in any society must be represented in order that the interests of all are promoted.
  7. Knowledge is as important as the right to vote in a democracy.
  8. The right to vote is a responsibility.
  9. The rights and welfare of minorities should be respected.
  10. In a democracy men use government as a means through which to provide a good life and to promote the welfare of the individual.
  11. Every member of society has the individual responsibility for the preservation of the American liberties which we cherish and which have been gained at so great cost.
  12. It is a duty and privilege to share in the making of decisions that affect the total welfare.
  13. It is the duty of every citizen according to his ability

### Studying local government first-hand



to share the cost of protection and promotion of the general welfare.

14. All citizens are responsible for the care of the unfortunate and needy.
15. In a democracy the government is responsible for providing a system of public education.
16. All people should have the right to worship according to their own beliefs.
17. All people should have the right to lead their own lives in so far as they do not interfere with the rights of others.
18. The individual knows that government is effective in proportion to his own interested, willing and informed participation.

B. Attitudes and appreciations.

1. A real desire for good local government.
  - a. He reports incidents which show the lack of good government.
  - b. He points out problems that face local government and need to be solved for the welfare of the people.
  - c. He contributes to community programs, such as the community chest.
  - d. He shows in conversation and in questions that he realizes the need for good local officers.
  - e. He identifies minority groups who are neglected.
2. An attitude of critical thinking.
  - a. He recognizes and analyzes problems that hinder good local government.
  - b. He secures all possible information concerning these problems.
  - c. He relates this information to the problem.
  - d. After studying this he arrives at conclusions.
  - e. He attempts to apply these conclusions to the particular problem.
3. An appreciation of contributions that have been made to good local government.

- a. He becomes acquainted with the officers of local government and their work.
- b. He visits and listens to a local government business meeting.
- c. He observes the accomplishments of the local government, such as a park, playground or public library.
- d. He writes letters of appreciation to local government officials.
- e. He reads his local paper to keep up with the work of the local government.

C. Skills and abilities.

1. Ability to organize committees to study local government.
  - a. He learns through available sources the kinds of committees necessary for this study.
  - b. He observes parliamentary procedure in setting up all committees.
  - c. He makes sure that he understands the purpose and responsibility of the committee being set up.
  - d. He expresses his willingness to serve on the committee for which he is best fitted.
  - e. He is very careful in voting for committee members on the basis of their qualifications.
  - f. He volunteers for committee work, if possible, in order to be able to do his best.
  - g. He responds to group appeal for his service if he feels it is good for the group.
2. Ability to secure information necessary to meet goals set up.
  - a. He understands graphs, cartoons, newspaper materials and value of pictures.
  - b. He understands the importance of selecting the most appropriate way of representing information.
  - c. He collects pertinent and recent information.
  - d. He practices courtesy in every contact to get information.
  - e. He writes down accurately information secured.



Accepting responsibility through student government

- f. He reads, listens and looks for information needed.
  - g. He uses sufficient time to gather reliable information.
  - h. He knows the best persons and places to see to get necessary information.
3. Ability to present clearly and forcefully ideas and information secured.
- a. He realizes the importance of selecting the means or plan of showing his information and conclusions.
  - b. He understands the significance of oral and written expression in any effort to make a specific impression.
  - c. He decides with the group in a democratic manner the method or methods to be used in expressing their ideas and findings.
  - d. He writes out his plan and subjects it to the criticism of the group.
  - e. He makes revisions suggested and again asks for criticism of the group.
  - f. He prepares a final plan.
  - g. He presents the plan with the aid of the entire group.
  - h. He sees that every member of the group is responsible in some way for the final presentation.

### III. Activities.

#### A. Initiatory.

1. Making a map of the town or county showing parks, streets, schools, playgrounds, government buildings, and any other special places belonging to the local government to see what is present and get a better understanding of what the local government controls.
2. Reading a local government book or section of a textbook dealing with local government to get an understanding of the general framework of the government.
3. Reading local newspapers to find evidence of any problems or complaints concerning conditions existing in the town or county.
4. Attending the city or county court to learn of the number and kind of offenses being committed in the community.
5. Making a field trip, observing the city hall, the courthouse, and the work of officers who are on the job for the city or county in order to get a general impression of what is involved in the machinery of government.

A committee functions in the learning process



## B. Developmental.

1. Making a map of the county or city and showing pictorially on this map each county or city owned building or institution to determine the extent to which the local government has a part in influencing the life of the community.
2. Investigating and reporting on the origin and development of each of the buildings or institutions located on the map in the preceding activity to weigh the original purposes against accomplishments.
3. Securing photographs of the outstanding citizens of the city or county and listing their accomplishments in order to determine the value of their contributions to the community.
4. Collecting all possible information and giving oral reports on at least one nearby and one rather distant local government of a size similar to your own to compare services rendered and existing conditions.
5. Making graphs of the amount of taxes collected and amount of money spent on schools, playgrounds, hospitals, and the like, of your city or county and several other local governments in order to help decide whether your local unit is providing adequate service.
6. Inviting local government officials to speak to the class on topics related to the services rendered by and the operation of their departments in order to become more familiar with the jobs of these local officials.
7. Listening to, taking notes on, and discussing the talks of the guest speakers in order to help in evaluating the work of the department under discussion.
8. Interviewing the local sheriff or chief of police to find out the status of the crime situation in your community.
9. Interviewing the local director of public welfare to determine the present condition of relief problems in your community.
10. Interviewing your superintendent of schools to find out the problems he faces in running your local school system.
11. Giving oral reports to the class on the information se-

- cured from the above interviews in order to learn to summarize and report adequately on experiences.
12. Writing biographies of several of the people prominent in the growth and development of your city or county to assess their value to the local situation.
  13. Investigating and reporting on newspaper accounts of crime in the community in order to try to as far as possible find the causes of these crimes.
  14. Making a pictograph showing the forces at work to eliminate crime in your community in order to estimate how successfully they are functioning.
  15. Making a collection of the products of the leisure time activities of your community to find out how people use their leisure time.
  16. Listening to and reporting on political speeches of candidates to find what their program is and what their techniques are.
  17. Investigating the records of candidates for political office to find out whether there is anything that would make the candidate especially desirable or undesirable.
  18. Studying the relationship between local, State, national, and world government to find to what extent they share common purposes.
  19. Comparing the cost of local, State, national, and world governments to get an idea of the enormous expense involved in government.
  20. Dramatizing a city council session or a meeting of the county commissioners to better understand the importance of these bodies in the conduct of affairs that affect the entire group.
  21. Visiting the county or city jail to better understand what effect the lack of cooperation with government may have on the individual.
  22. Photographing conditions and situations which should and could be improved by local government in order to make more emphatic improvements that should be made.
  23. Talking with lay citizens concerning problems of community concern to find their suggestions for the solution of these problems.

24. Organizing committees by democratic procedure for carrying on various activities requiring group work.

C. Culminating.

1. Holding a group discussion on: *The Chief Problems in the Community and What to Do about These Problems* to find out the feeling of the class toward the community problems.
2. Giving an attitude test to the class relative to the responsibility of a local government to its young people to see how the members of the class feel about such responsibility.
3. Conducting a debate on the subject: Improving recreation is more important to local government than improving its economic resources.
4. Developing a plan for improving the recreational opportunities of the young people in the community in order to give every member a feeling of responsibility in developing and carrying out the plan.
5. Presenting the class plan for improving recreational opportunities for youth to the local government's legislative group, emphasizing the importance of a solution to this problem.

IV. Evaluation.

- A. Tests on skills and information should be given frequently to see how well the pupil is mastering what is presented.
- B. Attitude tests should be given for diagnostic purposes and for observing pupil growth and improvement.
- C. An individual anecdotal record or diary in which a complete record of observable pupil behaviors is kept should be used at the end of a problem to see the final result these behaviors have produced on the individual.
- D. It would be helpful to keep a cumulative record of some of the work of an individual as he works on a problem so that both the student and the teacher will be able to evaluate some of the changes in behavior that have occurred. Also, it may serve for comparison with work of other members of the class and provide group and individual stimulus. Daily evaluation should be done on reports, discus-

sions, debates, etc.

- E. The following types of instruments could be used in evaluating some of the purposes of this problem:

## 1. BELIEFS ABOUT LOCAL GOVERNMENT, YOUTH AND RECREATION

### *Attitude Test.*

Put a circle around *A* if you agree with the statement; around *D* if you disagree; and *U* if you are uncertain.

- A D U 1. Local government should go into debt to pay for public improvements.
- A D U 2. A good citizen should be self-reliant.
- A D U 3. The world owes everyone an opportunity to develop into a good citizen.
- A D U 4. The government should take a more active part in improving recreation and guidance for youth.
- A D U 5. The government should not spend money to provide for recreational facilities.
- A D U 6. A person has a right to spend his spare time any way he wants to.
- A D U 7. Hobbies are silly.
- A D U 8. Better libraries should be provided in the community.
- A D U 9. The chief purpose of a recreational program for boys should be to toughen them for military service.
- A D U 10. There would be fewer crimes if young people were given more opportunity in individual development along lines of beneficial interests.
- A D U 11. Local government has the duty and the responsibility to plan for the development of its youth.

## 2. EVALUATION FOR AN ORAL REPORT

(Information gathered on some phase of local government.)

Name ..... Teacher .....

Student presenting report ..... Date .....

Topic presented .....

Unit or problem to which report is related .....

*Directions:* Draw a circle around the dot in the column which best correspond to your appraisal of that aspect of the report. *D* stands for *definitely yes*; *S* for *somewhat*; *N* for *no*.

<i>The Report.</i>	D	S	N
1. Are the facts and ideas presented revelant and pertinent to the topic?	•	•	•
2. Is the material well organized?	•	•	•
3. Does the introduction arouse your interest?	•	•	•
4. Does the conclusion draw together the ideas in an effective manner?	•	•	•
5. Is the material drawn from reliable and adequate sources?	•	•	•
<i>The Delivery.</i>	D	S	N
1. Had adequate preparation been made so that the talk was given without hesitation?	•	•	•
2. Does the speaker seem enthusiastic about his subject?	•	•	•
3. Can the speaker be heard easily?	•	•	•
4. Can the speaker be clearly understood?	•	•	•
5. Are the words pronounced correctly?	•	•	•
6. Is the choice of words commendable?	•	•	•
7. Is the language grammatical?	•	•	•
8. Is the speaker's posture easy and dignified?	•	•	•
9. Does the speaker hold the interest of his audience?	•	•	•

*General Evaluation of the Report.*

**V. Materials.**

Any good textbook offers suggestions. In addition to these the social studies section of the school library should be built up. Every community offers varied and useful resources that should be identified and used in the social studies classes.

The list below is indicative of types of sources but it is not complete.

**A. Books.**

1. Adams, A. Elwood and Walker, Edward Everett. *Democratic Citizenship in Today's World*. Scribners, New York, 1948.
2. Blough, C. L. and McClure, C. H. *Fundamentals of Citizenship*. Laidlaw, New York, 1946.

3. Fairlie, John A. *Local Government in Counties, Towns and Villages*. Century, New York, 1906.
4. Hughes, R. O. *Elementary Civics*. Allyn, Boston, 1922.
5. Jones, J. A. and Sanford, A. H. *Government in State and Nation*. Scribners, New York, 1911.
6. Rienow, Robert. *Calling All Citizens*. Houghton, New York, 1951.
7. Johnson, Stanley and Alexander, William M. *Citizenship*. Ginn, Boston, 1951.
8. Wilson, Howard. *Education for Citizenship* (The Regents' Inquiry). McGraw, New York, 1938.

B. Pamphlets.

1. Anderson, Howard R. *Tests and Suggestions for Developing an Evaluation Program for a Course in Citizenship*. Houghton, New York, 1949.
2. Association for Supervision and Curriculum Development, N.E.A. *Your America*. The Grolier Society, New York, 1950.

C. Newspapers.

1. The News and Observer.
2. The Charlotte Observer.
3. The Greensboro Daily News.
4. Local newspaper.
5. Or the largest daily paper in your section of the State.

D. Magazine Articles.

1. "Boys in the Back Room". *Ladies Home Journal* 68:53 N '51.
2. "Nobody Wants to be a Town Clerk". Fox, F. *New York Times Magazine* N 4 '51, p. 20.
3. "Skirmish on Munjoy Hill". *Time* 58:25 O 22 '51.
4. "Local Revolution and a New Profession". Murphy, T. O. *America* 84:401-3 Ja 6 '51.

E. Magazines.

1. *The State*, 704-706, Lawyers' Building, Raleigh.
2. *We The People*, N. C. Citizen Association, P. O. Box 1987, Raleigh.

3. *Popular Government*, Institute of Government, University of North Carolina, Chapel Hill.

#### F. Films.

1. *Political Parties*, Coronet, 12 min. (Civic responsibility and opportunity begin with the political party. How people operate in groups to influence and control government by means of the ballot.).
2. *Democracy*, Encyclopedia Brit. Films, 12 min. (Shared respect and shared power defined in the nature and meaning of democracy.).
3. *How We Elect Our Representatives*, Coronet, 12 min. (Registration, electioneering, voting, etc.).
4. *Parliamentary Procedure in Action*, Coronet, 24 min.

#### G. Places to Visit.

1. City hall.
2. County courthouse.
3. City and county jail.
4. City water plant.
5. City parks and playgrounds.
6. City or county health department.
7. City sanitation department.
8. City and county libraries.

#### H. Persons to visit or interview.

1. City manager.
2. County commissioners.
3. County sheriff.
4. City or county judge.
5. Chief of police.
6. Clerk of court of county.
7. City or county health officers.
8. City recreational director.
9. Fire chief.
10. Superintendent of welfare department.
11. Tax collector of city or county.
12. Town mayor.

## THE TENTH YEAR

### WORLD HISTORY—HISTORICAL FOUNDATIONS OF MODERN WORLD PROBLEMS

This course should lead students to understand the historical background of present world problems and should help them to see more clearly America's role in world affairs. A need for such understanding has become increasingly evident as the nations have grown in economic importance and as the interchange of trade and communication between nations have increased.

Political, economic, military, social and cultural problems have very definite cause and effect relationships which must be understood and dealt with continuously. Therefore, a knowledge of world geography and an understanding of the peoples of other nations are needed by citizens who want to think and act intelligently in the solution of current world problems.

Teachers should select only those problems which can be adequately covered in a year. To attempt to complete study of human history from prehistoric times to the present is manifestly an impossible task. However, it is possible within a year to provide a background for a better understanding of modern world problems.

This is a suggested list of problems. It is not necessary that all of them be taught in any one year. Some may be eliminated, others added.

How can the great religions cooperate in making the world a better place in which to live?

How can scientific research help to extend the freedom of peoples of the world?

How can scientific achievements help develop richer art expression?

How can we help establish a peaceful international order while maintaining national integrity, independence and security?

How can our pioneer thinkers and the masses of the people be assured of the right to express their ideas?

How can a democratic government satisfactorily adjust itself to changing conditions?

How can we utilize the scientific inventions and discoveries



Accepting responsibility through cooperative planning

in transportation and communication to promote neighborliness among the peoples of the world?

## HOW CAN WE HELP PROMOTE WORLD PEACE?

### I. Significance of Problem.

Since the earliest recorded experiences of man we realize that there have been ever increasing difficulties in working and living together satisfactorily. As men have faced these complexities they have reaped in increasing proportions destruction of property, disruption of work, upsetting of normal family activities, loss of life, and decreased hope that makes men want to live.

With the machine age helping man to remove labor from his own shoulders and to aid himself in having more leisure time and opportunity to lead an easier and happier life, the opportunities for an ideal existence on earth increased unbelievably. However, as technological improvements increased and the cost of the machine grew, the emphasis was shifted from the welfare of the individual to the production of increased profit for the owner of the machine. In search of greater profits improved technology has had the exact opposite effect from its original purpose. It has helped produce bigger wars which have caused more destruction, killed more people, and caused more human misery than during any historical period. It has reached the point where it is quite possible to conceive of civilization de-

stroying itself unless, we realize the seriousness of the situation and face the problem directly, it will likely be too late. Therefore, it seems desirable that we give serious thought and consideration to the part we, as citizens, can play in creating a world which is concerned with the wellbeing of people rather than with their destruction.

## II. Purposes.

### A. Understandings and Generalizations.

1. Nobody ever wins a war.
2. Everyone concerned is hurt in many ways by war.
3. Men have enough natural resources and technological know-how to produce goods and services in sufficient quantities to provide a high standard of living for everyone. This is prevented by war.
4. A great deal of technological and scientific progress has come as a result of research designed to make war more deadly.
5. It is possible that raising the level of living and building a peaceful world can furnish sufficient stimulation to be as challenging to our technological and inventive genius as war can.
6. Since social organization is man-made, it is possible that it be set up with peace rather than with conflict as the major goal.
7. War-like tendencies are natural to man only if his existence is endangered.
8. World peace is possible to attain, if society really wants it.
9. Since high school students will soon assume responsibilities in political life and defense activities and since they are ambitious and capable, they are one of the most hopeful groups through which world peace may be achieved.
10. World peace cannot be attained except through assumption of moral responsibilities.
11. We must have a balance between social know-how and scientific know-how and an adequate sense of values in

order for men to live together harmoniously for the best interests of all.

12. World peace will not just happen; it will require definite planning.
13. Civilization is facing the possibility of being destroyed by the means that could be used for improving it.
14. It is necessary to understand the attempts that have been made and the failures in these attempts in order that we may improve in future planning.

B. Appreciations and attitudes.

1. Sincere feeling for the need of world peace.
  - a. He shows in his conversation and in his oral reports an interest in world peace.
  - b. He initiates activities relating to the topic.
  - c. He challenges others in such a way as to create activity in this area.
  - d. He asks intelligent questions.
  - e. He identifies and relates local activities to the larger problem.
  - f. He takes part in community activities and programs organized to promote better world relationship (e.g. Red Cross, Blood Banks, CARE, UNESCO).
2. Attitude of cooperation.
  - a. He shares in use of materials.
  - b. He observes parliamentary procedure.
  - c. He is willing to lead or follow for benefit of the group.
  - d. He engages willingly in community activities which require concertive effort.
  - e. He gets along well with individuals or groups.
  - f. He places group welfare above personal interests.
3. Attitude of reading critically.
  - a. He learns who the author is. What is his background? With what authority does he write about his subject? (This information may be found in *Who's Who*, Webster Biographical Dictionary and in encyclopedias.)
  - b. He finds out where the author got his information.

What are his sources? (Such facts may be found in reference books. Also, a careful reading of the article itself often provides information concerning the author's sources.)

- c. He determines what the author's purpose is in writing the article. Is he trying to convince the reader to a specific point of view? Is he challenging the reader? How does he do this?—though specific examples? personal experience? an emotional approach?
- d. He finds out how the author presents his material. Does he generalize from too few facts? Does he base his article upon the considered opinions of others or upon his own opinion? How does he substantiate his opinion?
- e. He determines whether the writer has presented a controversial subject. If so, does he present only one side of the argument? What are the other sides? Read other articles on the subject and compare the points of view presented. What are the *pros* and *cons* of this issue? (Use of the Readers Guide should be stressed as a source for location of articles in other periodicals. Emphasize the importance of backing up one's conclusions or opinions by facts.)

### C. Skills and Abilities.

1. Ability to analyze propaganda.
  - a. He determines the nature of propaganda.
  - b. He determines the reliability of its source.
  - c. He determines the purpose of the material, e. g., article, speech, movie, sermon, and the like.
  - d. He determines the techniques and methods of propaganda being used.
  - e. He arrives at his own conclusion by a process of critical thinking and reasoning rather than being swayed by highly emotionalized techniques of propaganda.
2. Ability to organize groups to accomplish specific purposes.
  - a. He observes parliamentary procedure in organizing committees.

- b. He determines intelligently the purpose for which they are organizing.
  - c. He considers candidates for jobs in terms of their efficiency rather than in terms of friendship.
  - d. He assumes responsibility for participating in planning for the accomplishment of purposes.
  - e. He follows through with plans until purposes are attained.
  - f. He is willing to serve in whatever capacity for which he is best fitted or in whatever capacity he is needed.
  - g. His chief interest in organizing a group is in accomplishing the purposes rather than in the organization itself.
3. Ability to express ideas clearly in writing.
- a. He recognizes the need for expressing ideas clearly.
  - b. He collects information necessary for the specific writing job.
  - c. He makes an outline in order to organize his thoughts to guide his writing.
  - d. Before he writes he considers carefully his vocabulary and concepts in terms of the persons he is addressing.
  - e. He develops the first draft from his outline.
  - f. He corrects and revises his first draft.
  - g. He submits his paper to others for criticism and suggestions.
  - h. He prepares the final draft.
  - i. He presents the final draft to a group to see whether the ideas in his paper made the desired impression on his audience.
  - j. He makes frequent use of opportunities to express himself in writing to meet his personal needs.

### III. Activities.

#### A. Initiatory.

1. Looking at the film "One World or None" in order to get a picture of the present world situation. (Film Publishing Co., Inc., New York City.)

2. Discussing the present world peace situation in terms of its effect on them personally to find out whether such things as their likelihood of being drafted, their relatives in service, the results of the war on their families, and the like, influence their opinion on the problem.
3. Taking an attitude test on war to determine the present attitudinal pattern of the group.

B. Developmental.

1. Tracing the development and accomplishments of the Holy Alliance to find out whether it made any contribution to world peace.
2. Investigating the development and accomplishments of the Triple Entente to determine its effect on world peace.
3. Tracing the development and accomplishments of the World Court to find out whether it contributed in any way to world peace.
4. Studying and reporting on the organization and work of the League of Nations to find out how it tried to build a peaceful world.
5. Investigating and reporting on the organization and operation of the United Nations and its related organizations to see how it is attempting to encourage world peace.

**Appreciating other cultures through learning folk dances**



6. Comparing the methods and machinery of ancient, medieval, and modern warfare to find their effectiveness in waging war.
7. Studying the development of international law from Hugo Grotius to the present to determine its contribution to the peace and order of the world.
8. Comparing World War I and World War II to see how the disastrous effects of war grew more intense during such a short period.
9. Studying the organizational chart of the United Nations to understand the framework through which it operates.
10. Dramatizing a session of the General Assembly, Security Council, and other key organizations of the United Nations to better understand the importance of different countries working together to solve specific problems.
11. Making an exhibit of useful articles from many foreign countries in order to see how we depend upon one another for our daily needs, i. e. coffee, etc.
12. Holding an art exhibit of different countries to find out if art could become one medium through which a peaceful world could be encouraged.
13. Presenting a program on the lives of such people as Sister Kenny, Ralph Bunche, Albert Schweitzer, Madame Curie, and Woodrow Wilson, emphasizing their contributions to improving conditions in the world.
14. Making a study of private groups or organizations, such as the Society of Friends, World Peace Foundation, National Conference of Christians and Jews to find what contributions they have made to the promotion of world peace.
15. Giving a music program showing the contributions of different countries of the world to musical enjoyment in order to find out the extent to which this helps to build world understanding.
16. Investigating the possibilities of using atomic energy for the benefit of mankind to see whether a possible source of great danger could be utilized for peaceful ends.
17. Preparing a bulletin board display of current attempts

in the world today to promote world peace in order to keep up-to-date on the present state of the attempts to solve the problem of world peace. (Continue through most of the unit.)

18. Collecting books, pamphlets, clippings, magazine articles, etc., dealing with the various attempts to encourage world peace in order to have adequate information and source materials to use in considering the problem of world peace.
19. Drawing pictures, cartoons, posters, etc., on living conditions during peace and during war in order to show the effects of war on living conditions.
20. Investigating governmental controls during war to find out to what extent individual freedoms are restricted by war.

#### C. Culminating.

1. Participating in the World Peace Speaking Contest sponsored annually by the University of North Carolina in order to focus attention on a solution to the problem.
2. Holding a panel discussion on the possibility and importance of atomic energy control for preserving civilization.
3. Preparing and giving an assembly program showing how the class felt that they could help promote world peace.
4. Holding a round-table discussion on the topic that no one ever really wins a war in order to point up the utter futility of war.
5. Preparing and giving a radio broadcast on the solution of the problem proposed by the class in order to give the community the benefit of the thinking that went on in the class.

#### IV. Evaluation.

- A. The usual paper and pencil tests can be given to check on the subject matter retained by the student.
- B. An *anecdotal record* or *diary* should be kept of each of the students throughout the course of the unit. Observations or entries in the anecdotal record should be made in terms

of the specific behaviors set up in the purposes section of the unit. Be sure that these entries are in terms of observable pupil behaviors. *Do not* write your conclusion. Write the actual behavior. At the close of the unit these entries may be summarized and interpreted and a composite picture of the changes in behavior the student has made can be secured.

- C. As the unit progresses significant pieces of work of each should be collected and kept until the end of the unit. These cumulative records can be summarized to add to the total picture of changes in student behavior that have occurred during the unit.
- D. The following are two types of instruments that may be used in evaluating some of the purposes of the unit:

#### 1. BELIEFS ABOUT RACIAL AND CULTURAL GROUPS

Name: ..... Grade: .....

School: ..... Date: .....

#### *Directions:*

Put (A) in the parenthesis in front of every statement with which you agree, and (D) in the parenthesis in front of every statement with which you disagree.

- ( ) 1. There are some national or racial groups in the United States that have nothing to offer to our culture.
- ( ) 2. If a group of newcomers lives a life apart from the rest of the community, it is no concern of anybody else.
- ( ) 3. Many of the problems of newcomers are due to insufficient earnings.
- ( ) 4. Incoming groups never create any problems for themselves or others.
- ( ) 5. People established in a community should welcome new arrivals and help them to become comfortable and at home in their new situation.
- ( ) 6. All racial groups can profit by education.
- ( ) 7. Equal rights to improve one's position in the world should be granted to people only after they have lived in this country for a certain period of time.
- ( ) 8. Immigrants come to this country against the will of our citizens.
- ( ) 9. Because of being shunned by the rest of the community, a group may fail to improve its own culture.
- ( ) 10. Native-born citizens should receive preference in the courts of law.

- ( ) 11. The same kind and amount of courtesy should be shown to every racial and national group.
- ( ) 12. In order to become good Americans, immigrants should try to forget their national culture as soon as possible.
- ( ) 13. Immigrants need take no interest in their adopted country, but should concentrate on their personal problems.
- ( ) 14. The established members of a community can solve the problems of incoming groups without any assistance from the groups themselves.
- ( ) 15. People of different national backgrounds have many needs and interests in common.
- ( ) 16. There is scientific evidence that some races are intellectually superior to others.
- ( ) 17. All nationalities and races represented in our country value family life.
- ( ) 18. The literature of other nations has very little interest or value for Americans.
- ( ) 19. Gossip and rumors unfavorable to any group should be checked against facts before being repeated as true.
- ( ) 20. A man who speaks English with a foreign accent is very likely to be ignorant or stupid.
- ( ) 21. The Chinese are hard-working people.
- ( ) 22. The Chinese have not made or invented anything new.
- ( ) 23. All schools should be open to those who want to go to them and who can profit from studying there.
- ( ) 24. Most people from other countries are as bright as native-born Americans.
- ( ) 25. The English language is the easiest language to learn.
- ( ) 26. Other national groups have had leaders as great as George Washington.
- ( ) 27. The children of immigrants can never become as good citizens as children of native-born Americans.
- ( ) 28. The cause of poverty is that people will not save their money.
- ( ) 29. People live in slums because they are not very bright.
- ( ) 30. American-born people are better athletes than people born elsewhere.
- ( ) 31. It is wrong for foreign-born workers to be paid less than American-born workers for the same work.
- ( ) 32. Good workers get good jobs with good working conditions.
- ( ) 33. Most criminals in the United States are of foreign birth.
- ( ) 34. The government should build good homes for people who are now living in slums.
- ( ) 35. White people are generally the tallest in the world.
- ( ) 36. The Japanese are a race.
- ( ) 37. Character is inherited, not learned.
- ( ) 38. Americans have made more of the great discoveries of the world than people of other nations.
- ( ) 39. Nations with a high standard of living have achieved it chiefly because of superior intelligence.

- ( ) 40. A Chinese-American can never quite act like an American, no matter how long he lives in this country.
- ( ) 41. The higher disease rate among Negroes than among whites in America is due to inborn tendencies to disease.
- ( ) 42. The personal characteristics of individual Negroes differ as widely as do those of white people.
- ( ) 43. There is no scientific reason why blood banks should not mix blood of the same type from colored and white people.
- ( ) 44. Given the same opportunities, the average Negro or Mexican will learn as much from an education as will the average white person.
- ( ) 45. Some races are most disposed to crime than others.
- ( ) 46. A nationality is the same thing as a race.
- ( ) 47. There is no difference between the blood of a white person and that of a Japanese.
- ( ) 48. You can always tell a Jew when you see one.
- ( ) 49. The Irish are hotheaded and quick to fight.
- ( ) 50. White people are snobbish and intolerant.
- ( ) 51. Immigrants work best at unskilled work.
- ( ) 52. Any American is free to live where he chooses.
- ( ) 53. White people are naturally more refined than Negroes.
- ( ) 54. Nobody ever got rich without making underhand deals.
- ( ) 55. Government employees should get their jobs through examinations that determine their fitness and ability without regard to race.
- ( ) 56. It would be foolish to risk losing the good will of your neighbor by inviting a Negro to your home.
- ( ) 57. Negro homes and yards are as clean as those of white people who live under similar conditions.
- ( ) 58. A Negro should not be given a civil engineering job if white men would have to work for him.
- ( ) 59. Many good Jewish workers find it hard to get work because of the prejudice against them.
- ( ) 60. White and Negro workers on the same job, doing the same type of work, should receive equal pay.
- ( ) 61. When a Negro makes an outstanding record, it is because of some white blood that he must have.
- ( ) 62. One civilization builds on another, and all races have contributed to our way of life.
- ( ) 63. Jewish people talk in loud voices and wear flashy clothes.
- ( ) 64. All races should associate on an equal social basis.
- ( ) 65. A white boy should not be asked to swim in an interscholastic swimming meet with Negroes.
- ( ) 66. If a Negro woman is standing in a subway or trolley with a child in her arms, a young person, whether white or Negro, should offer her his seat.
- ( ) 67. It would be foolish to put a Negro into a job requiring leadership, because Negroes lack ability to lead or guide others.
- ( ) 68. The chances are that a Negro stenographer and a white stenographer with equal training will be equally efficient.

- ( ) 69. There are no superior or inferior races, but there are superior and inferior persons within any race.
- ( ) 70. Negroes who have never had much money spend any extra money they may get more foolishly than white people who have been equally poor.
- ( ) 71. The practice of placing any racial group in the position of "last hired, first fired" should be stopped.
- (If your community has a number any particular foreign-born people, their nationality may be substituted in place of the ones used in the test.)

## 2. ANALYZING STATEMENTS AND EVALUATING SOURCES OF INFORMATION

Name: ..... Grade: .....

School: ..... Date: .....

The following story is imaginary, although similar incidents have often occurred. Read the story and then look at the *Directions* following it.\*\*\*

The eighth grade of the Lincoln Junior High School was having an exhibit of costumes and handicrafts of other countries. One of the girls displayed a dress which her mother had brought from China when she came to the United States to live. The girl's classmates were polite about the costume, and some liked it very much. Others did not. Later on a group had an informal discussion in which the following remarks were made:

- ( ) Grace: Did you ever see such an ugly color combination? I always said that Chinese people have no taste.
- ( ) Marion: How could you expect good taste of those people? Look what shabby clothes the Chinese who live around here wear.
- ( ) George: That doesn't show poor taste. It just shows that they haven't enough money to buy good clothes.
- ( ) Sarah: I used to live where there were a lot of Chinese. They didn't have much money, but every home had something beautiful in it that had been brought from the old country.
- ( ) Ann: I saw an exhibition of their art and handicraft last month and I thought the things were beautiful.
- ( ) Jack: I saw that same exhibition, Ann. I really didn't like their stuff, but I guess maybe that was because people in different countries have different ideas of beauty. How do we know that our taste is any better than the Chinese people's taste, or anybody else's?
- ( ) Henry: Well, I don't like the Chinese, so I wouldn't like anything they made.

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\*\*\* Note to teacher: If there are few or new Chinese in the community served by your school, substitute for *Chinese* or *China* words referring to a foreign-born group discriminated against by some people in your community.

- ( ) Dinah: I haven't seen much of their work, but it is said in a book I was reading the other day that the Chinese people have great artistic ability.

*Directions:*

- (A) Write in the following spaces the names of the speakers who showed prejudice against the Chinese people: .....
- .....
- (B) Which speakers showed a desire to understand the Chinese people or their art? .....
- (C) Write in the parenthesis before each speaker's name: L, if you think he likes the Chinese people; D, if you think he dislikes them; and F, if you think he neither likes nor dislikes, but merely wants to be fair.
- (D) Which speaker comes the nearest to expressing the same opinion or idea that you would express?.....
- (E) What would be the best way for this group to get straightened out in their thinking about the Chinese people and their art? Several ways are listed below. Put (1) in the parenthesis in front of the best way, (2) in front of the next best, and so on. If any way would be no good at all, put a zero (0) in front of it.
- ( ) a. To read stories about the Chinese people.
- ( ) b. To make a survey of other people in the community to find out what they think of the Chinese people.
- ( ) c. To ask the art teacher about Chinese art.
- ( ) d. To study the geography of China.
- ( ) e. To ask parents what they think of the Chinese people and their art.
- ( ) f. To associate with a number of Chinese young people, in school and in recreation.
- ( ) g. To read about the Chinese people and their art.

**V. Materials.**

Refer to your usual texts. Also use any other material you find desirable. Attached below is a short list of some additional material that may be used:

**A. Books.**

1. Davis, Hayne. *13th and 14th Conferences of the Inter-parliamentary Union*. Progressive Publishing Co., New York, 1907.
2. Hoover, Herbert and Gibson, Hugh. *The Problem of Lasting Peace*. Doubleday, New York, 1943.
3. Richards, Ivor Armstrong. *Nations and Peace; pictures*

by R. Gordon. Simon and Schuster, New York, 1947.

4. Wilhelm, Han. *How to Wage Peace*. H. W. Wilson, New York, 1949.
5. Magruder, F. A. *National Governments and International Relations*. Chaps. XXXIII-XXXV, Allyn & Bacon. Boston, 1947.
6. Dolivet, Louis. *The United Nations*. Farrar, Straus, New York, 1946.
7. Trumbull, Robert. *The Raft*. Holt, New York, 1942.
8. Thomas, Lowell. *Raiders of the Deep*. Sun Dial, New York, 1928.
9. Johnston, Stanley, *Queen of the Flat-tops*. Dutton, New York, 1942.
10. Pyle, Ernest Taylor. *Here Is Your War*. Holt, New York, 1943.
11. Keith, Agnes N. *Three Came Home*. Little, New York, 1947.
12. White, William Lindsay. *Journey For Margaret*. Harcourt, New York, 1941.

#### B. Films.

1. *Expanding World Relationships*, Castle, color, 11 min., Grades 9-12. How the complexities of modern industrial society have enlarged the interdependence of men and nations.
2. *We The People*, Young America, 12 min., Grades 7-12. Security, welfare, justice, human rights, all incorporated in the U. N. Charter.
3. *Propaganda Techniques*, Coronet, 10 min., Grades 7-12. Purposes and techniques of propaganda, and methods of recognizing and evaluating it.

#### C. Magazine Articles.

1. "Chances for Peace". il *U. S. News* 29:11-13 D 22 '50.
2. "Four Keys to World Peace". *Scholastic* 57:16 N 1 '50.
3. "Moral Corruption of Communism". Shaw, I. *Scholastic* 57:17 S 27 '50.
4. "Outlook for America". Morgan, J. E. *Journal of National Education Association*. 40:171 Mr '51.

5. "Plea for Peace by the Holy Father". *American* 83:485 Ag 12 '50.
6. "Price of Peace, excerpt from the Autobiography of Lincoln Steffens" *Sat R Lit* 33:28-29, O 28 '50.
7. "Pursuit of Peace". *Scholastic* 58:4-5 F 28 '51.
8. "This I Believe". Nehru, J. *U N World* 5:44 Ja '51.
9. "This Way to Peace". *Life* 30:32 Mr. 5 '36, Mr. 12 '51.
10. "U. N. Declares War on War; five peace plans". Vitray, *U N World* 4:20-23 N '50.
11. "We Can Have Peace". Bunche, R. *Journal of National Education Assoc* 40:301 Ap '51.
12. "What Can the Individual Do?" Dolivet, L. *U N World* 4:64 Ag '50.
13. "Peace Without Revenge". Lawrence, D. *U S News* 31:88 S14 '51.

## HOW CAN THE CONTROVERSY FACING THE COUNTRIES OF THE MIDDLE EAST AND THE WESTERN WORLD BE SOLVED?

### I. Significance of the problem.

Not for centuries has the Middle East loomed so large in world affairs as it does today. The close link that exists between the fate of Europe and that portion of Asia which has not succumbed to communism makes the present and future status of Iran, Iraq, Arab Palestine, Israel, Jordan, Saudi Arabia, Syria and Lebanon a matter of grave concern. Never has the Middle East been so important to the free nations of the West as now. The evidences of the importance are many. They lie in the implications behind the assassination of Abdullah of Jordan. Within this area of political-religious-economic conflict is the Anglo-Iranian oil crisis, with its seeds of disaster for both Iran and the West. Other evidences are the rioting and armed clashes between Egyptians and British over Suez and the Sudan.

Handicapped by environment and a feudal outlook, the nations of the Middle East are in the process of emerging from a period of political subordination. How they manage to do this will indirectly shape the history of the world. For that reason it is well to examine the Middle East. What can we and the peoples of the Middle East do to improve matters? How can that vital region be kept free from communism?

## II. Purposes.

### A. Understandings and Generalizations.

1. The foundations of our civilization were laid in this the "Cradle of Civilization" and our heritage has been vastly enriched by the brilliant past of the peoples of this area.
2. Geographically, the Middle East made up of many small and weak countries is a strategic area, the great crossroads of the Eastern Hemisphere.
3. Domination and in some cases exploitation by the Western Powers have sowed seeds of discontent in this turbulent area.
4. The fabulous oil pool of the Middle East, which may be even greater than present explorations indicate, is a prize of incalculable value in the industrial age.
5. If access to the resources of this area are lost to the West and gained by Russia, the whole balance of world power could be changed.
6. The Middle East's lack of the concept of "liberty" and "equality" makes the area ripe for revolution and a prey to communism seeking to associate itself with nationalism.
7. Our working *with* and *for* the peoples of the Middle East rather than seeking to use them for other purposes would serve as a deterrent to the spread of communism.
8. Of great benefit to the nations of the Middle East would be our assistance in establishing hospitals and schools and the sharing of our "technical know-how" to help pull the people out of their dire poverty.

### B. Appreciations and Attitudes.

1. Respect for the cultural inheritance obtained from Western Asiatic civilizations.
  - a. He shows in his contributions to class discussion an awareness of the notable past of the peoples of that area.
  - b. He reads widely about personalities whose influence on the course of events of the Middle East has been great.

- c. He examines pictures depicting the architecture of the Middle East.
    - d. He initiates activities to secure eye-witness travelers of the Middle East as guest speakers.
  2. Earnestness of purpose in working with and for the peoples of this area toward the betterment of their homeland.
    - a. He listens and learns from an Iranian and a Palestine Arab the dangers they feel are involved in close cooperation with the democracies of the Western World.
    - b. He seeks to establish personal contact via letters with the people of various Mid-Eastern nations.
    - c. He helps to further activities and programs devoted to the promotion of close cooperation between the United States and the Middle East (e. g. CARE, UNESCO, Aid to the Underdevoped Areas of the World).
  3. Realization that the roots of international cooperation are laid in our maintaining a spirit of mutual helpfulness in the classroom.
    - a. He shows courtesy and consideration for others in his daily living.
    - b. He listens with respect to the opinions of others.
    - c. He works cooperatively in class projects.
- C. Skills and Abilities.
1. Ability to interpret charts, graphs, cartoons, and diagrams.
    - a. He interprets correctly the legends and symbols used.
    - b. He translates the representation into its total meaning.
    - c. He reads and explains it to others.
  2. Ability to keep events in chronological order.
    - a. He makes time lines.
    - b. He lists events in proper sequence.
  3. Ability to present conclusions based on consideration of several points of view.
    - a. He gathers information from a number of sources.
    - b. He evaluates the sources as to their reliability and recency.
    - c. He records and organizes the information gathered.

- d. He makes generalizations and arrives at a conclusion.
- e. He justifies his conclusion.
- 4. Ability to deliver oral reports before the class.
  - a. He speaks audibly and interestingly.
  - b. He pronounces his words correctly and clearly.
  - c. He maintains poise in standing before the group.
  - d. He uses his allotted time in the most useful manner.
- 5. Ability to work with others in group activities.
  - a. He is open to suggestions from other members of his committee.
  - b. He is dependable in fulfilling his assignment.
  - c. He does his best in preparing his contribution to the project.
  - d. He helps to bring out the best in others.

### III. Activities.

#### A. Initiatory.

- 1. Looking at the covers of magazines which depict phases of the Middle East's crises to get some idea of the dramatic qualities of the present situation.
- 2. Listing so-called "hot spots" of the world to see how many are located in the Middle East.
- 3. Listening to and discussing talks about the recent trends of events in the Middle East by an Englishman, a Palestine Arab and an Iranian to find out their evaluation of the present conditions.

#### B. Developmental.

- 1. Drawing a large map to illustrate geographic determinants in the development of Middle Eastern civilizations.
- 2. Discussing the contention, "We are what we are because we are where we are," with special reference to the development of cultures in the Tigris-Euphrates river valleys to find out to what extent geographic location influences the lives of people.
- 3. Investigating the entrance of various groups to the region and writing sketches to show the working of assimilation of culture to find out how their cultures developed.

4. Conducting a seance to recall to life some of the most famous characters of Mesopotamian civilization (e. g., Hammurabi, Ashurbanipal, Nebuchadnezzar) to attempt a reconstruction of their influence on the period.
5. Formulating a chart of the "ABC's" of our debt to the Babylonians (e. g., A-Astronomy; B-Business Methods; C-Calendar) to find out their major contributions to our civilization.
6. Comparing the Babylonian method of irrigation with T.V.A. to find out what changes have occurred.
7. Preparing a blackboard study in colors of the Middle East of the 3rd century B.C. and the middle East of the 20th Century A.D. using maps and drawings to emphasize the changes that have occurred.
8. Collecting and exhibiting pictures of recent archaeological discoveries in Iraq to learn more about their culture.
9. Tracing the imperialistic policy pursued by the Western Powers toward the nations of the Middle East to find out how the life of the people of the Middle East was affected.
10. Preparing and delivering oral reports in the first person about influential personalities of the Middle East today (e. g., Ibn Saud, King of Saudi Arabia) to try to understand their point of view.
11. Keeping an up-to-date "hot spots" bulletin board with pins marking the area of greatest interest in today's news to keep abreast of current happenings in the Middle East.
12. Presenting a mock radio broadcast consisting of a brief commercial, headlines of the day, and "on the spot" reports from capitals of the Middle Eastern nations to point out their influence on the policies of Western countries.
13. Dramatizing Mohammed Mossadegh's plea in Teheran for the nationalization of Iran's oil to emphasize the growth in nationalistic feeling in the Middle East today.
14. Editing and mimeographing copies of a booklet comprised of work done by each member of the class during the study of the unit.
15. Inviting a representative of Baghdad or any other per-

son from the Middle East to speak about his homeland.

### C. Culminating.

1. Reviewing the film *Ancient World Inheritance* to leave a lasting impression of our heritage from the Middle East.
2. Holding a panel discussion on: *The Problems Facing the Middle East Today and How We Can Contribute to a Solution of Them* to focus attention on the solution to the problem
3. Distributing names and addresses of prospective correspondents of the Middle East to help continue the development of good feelings toward the people of the Middle East.

## IV. Evaluation.

### A. Paper and Pencil Tests.

1. Retention of subject matter can be measured by standardized tests or by teacher-made questions of the objective and essay type.
2. To a certain extent, paper and pencil tests are valid indicators of attitudes. Certain test questions may ask students to discriminate between statements of fact and statements of opinions or of feelings on social issues. Even a test of knowledge may offer indications as to attitude. If a student shows wide knowledge about archeological findings in Iraq, the inference is that he likes and enjoys that phase of study, and, to that extent at least, appreciates the ancient culture of the Middle East.

### B. Anecdotal Records.

1. The teacher can keep anecdotal records of each of the students during the unit. This would give a dynamic picture of the changes in behavior over a period of time.
2. The student's own evaluation of his growth may be furthered by his keeping a dairy of progress, a log of new skills he has used or new sources he has consulted, schedules showing the amount of time given to various activities, and lists of new activities engaged in, new

books read or new interests developed as a result of this study.

### C. Cumulative Records.

1. A test of growth in the area of getting, evaluating, organizing and presenting information is the actual products and performances of the pupil.
2. Pieces of each student's work—the graphs he makes, his reaction to material read or reported by others, his contributions to class projects—should be kept until the end of the unit to add to the total picture of changes in student behavior that have occurred during the unit.

## V. Materials.

### A. Books.

1. Becker, C. L., and Duncalf, Frederic. *Story of Civilization*. Silver, New York, 1944.
2. Caldwell and Merrill. *New Popular History of the World*. Greystone, 1950.
3. Douglas, William O. *Strange Lands and Friendly People*. Harper, New York, 1951.
4. Gunther, John. *Inside Asia*. Harper, New York, 1942.
5. Heckel, A. K., and Sigman, J. G. *On the Road to Civilization*. Winston, Philadelphia, 1942.
6. Pahlow, E. W. *Man's Great Adventure* (Revised Edition). Ginn, New York, 1938.
7. Smith, E. P., Muzzey, D. S., and Lloyd, Minnie. *World History*. Ginn, New York, 1946.
8. Van Loon, H. W. *The Story of Mankind*. Tudor, New York, 1947.

### B. Films.

1. *Ancient World Inheritance*. Coronet, color, 1 reel, Grades 9-12. How from the period of man's history generally referred to as the "ancient world" have come the beginnings of almost all of the things we used in everyday life.
2. *The Human Adventure*. University of Chicago and Erpi Picture Consultants, color, 1 reel, Grades 9-12.

3. *Evolution of the Oil Industry*. U. S. Bureau of Mines, black and white, 2 reels, Grades 9-12.

C. Magazine Articles.

1. "Yemen — Southern Arabia's Wonderland". *National Geographic Magazine*, Vol. XCII, November 1947, pp. 631-672.
2. "Syria and Lebanon Taste Freedom". *National Geographic Magazine*, Vol. XC, December, 1946, pp. 729-763.
3. "The Fires of Iran". *Life*, June 18, 1951, pp. 108-119.
4. "Communists in Mid-East Abet Nationalist Surge". C. L. Sulzberger, *The New York Times*, page 3, Section 4, October 28, 1951.
5. "Man of the Year". *Time*, Jan. 7, 1952, pp. 18-21.
6. "Iran". *Time*, June 4, 1951, pp. 29-35.
7. "American Interests in the Middle East". *Foreign Policy Association*, November, 1948.

## THE ELEVENTH YEAR

### AMERICAN HISTORY—HISTORICAL DEVELOPMENT OF AMERICAN LIFE AND DEMOCRACY

The study of American history, its origin, development and problems should be one of the most interesting experiences of the high school pupil. To be good citizens we must have some knowledge of our institutions, traditions and meaning of democratic living.

Some of the important objectives for the eleventh year are:

1. To get an historic perspective of past experiences so that we may better evaluate the present for future living.
2. To gain a knowledge for the development of American life and institutions.
3. To develop an appreciation of the intrinsic value of all mankind.
4. To seek the truth always and acquire unprejudiced attitudes toward other people and events.
5. To emphasize the interest of the United States in promoting peace throughout the world.
6. To provide laboratory experiences that will afford competent citizenship training.
7. To develop in pupils ability to form clear judgments of present day problems through investigation, collection of data and formulation of conclusions based on valid evidence.

This is a suggested list of problems. It is not necessary that all of them be taught in any one year. Some may be eliminated, others added.

How can we conserve and better use our natural resources?

How can we encourage greater use of our political and social rights and duties?

How can we help to safeguard our basic democratic freedoms and still provide for their growth and development?

How can we build a richer cultural heritage through cooperation with peoples of other lands and cultures living in our midst?

How can we provide for social and economic security in our democratic society?

How can justice be guaranteed for everyone?



### Excursions to historic spots increase appreciation of our heritage

How can communications be used to help build a better way of life?

## HOW CAN A STUDY OF THE CONSTITUTION OF THE UNITED STATES HELP HIGH SCHOOL STUDENTS GET A CLEARER UNDERSTANDING OF AMERICAN DEMOCRACY?

### I. Significance of the Problem.

A serious weakness among people today lies in their failure to grasp the real values of our democracy—of our premises of liberty that have grown from the tradition of Western culture and our Nation's history. Meaningful and everlasting of these premises is one of the aims of American schools. To understand how these premises applied in our past produced a high level of accomplishment, and if applied in the present, will bring about a high level of expectation for the future, is of major concern to all of us.

This Republic, this Democracy, this Way of Life of ours is one of the best systems ever evolved; but perhaps it is the very hardest to make work. To "let John Doe do it" is no way to run this country. If you allow someone else to do your thinking for you, and your voting, you are in no position to complain.

The strength of our system is in the fact that people have the right and the power to operate our government. Our greatest weakness is that too few of us use that right and power.

Our system of living together and of governing ourselves is threatened today, both from without and from within. This problem is of great importance, and we must solve it.

Millions of people have given their lives in securing and defending the freedoms set forth in our Constitution and Bill of Rights. In our hands today are the results of centuries of ceaseless work to protect the dignity of human personality—the civil and religious liberties embodied in our Bill of Rights.

We all must have what it takes to make democracy work. How can this classroom get a better understanding of the premises of American Democracy? A study of the United States Constitution is one approach to this problem.

The Constitution of the United States of America represents the climax of a gradual growth of political institutions, the beginnings of which go far back in the history of Western civilization. In the period from the Revolutionary War to the adoption of the Constitution, with a background of growing political institutions reflected in the Magna Carta (1215) and the Bill of Rights (1689), and with the inspiration of influential political writers like John Locke, Baron de Montesquieu, and Thomas Paine, Americans struggled with ideas, forces, and institutions in order to form a system of government worthy of their freedom and heritage.

Explanations of and theories about political institutions set out by widely read writers had considerable influence on the Americans and their leaders who were responsible for the formulation and adoption of the Constitution.

America is deeply democratic. Our love of justice and freedom is as real as when our great leaders affirmed it in the Declaration of Independence and the Constitution. American love of freedom has shaped our institutions and keynoted our great development.

The Constitution of 1789, the product of many compromises, provides a framework of government far more satisfactory than any other one yet devised.

Since we are beset with dangers both within and without our country, it behooves us to take stock and determine what democracy in the United States really means and find out how we

can repel the dangers that face us. Let us study the Constitution of the United States carefully from its genesis to the present to determine the basic tenets of our democracy and to build a defense for them. It is possible that many of our dangers are because of our ignorance of our basic faiths. Let us try to determine the major principles of our democratic faith and apply them to our present problems.

## II. Purposes.

### A. Understandings and generalizations.

1. The adequate functioning of a democratic society requires that all groups have a knowledge of the principles and ideals upon which that society is based, plus a knowledge of how these ideals apply to present conditions.
2. An understanding of the difficulties of our forefathers in setting up our democratic way of life gives us a better understanding of our difficulties of today.
3. Every group should have the opportunity for practice and growth in the skills necessary for good citizenship.
4. No group is in a better position to teach the democratic way of life than those practicing democracy in the classrooms.
5. The basic social guarantees, such as freedom of speech and freedom of the press, are necessary for an understanding of problems of the present day.
6. The real source of power and decision in the local community, the State, and the nation lives in the citizenry who elect officers to serve them in the representative democracy.
7. All free government rests on the belief that the majority must prevail.
9. Democratic government rests upon and requires the exercise of a well-informed opinion by most of the citizens.
10. Education of the citizens is indispensable for a successful democratic government.

### B. Attitudes and appreciations.

1. Respect for the individual.

- a. He appreciates opinions and contributions of all groups.
  - b. He participates in school and community projects that are designed to improve the standards of all concerned.
  - c. He displays an obedience to a spirit of fair play, rules of the game and team play.
  - d. He respects authority.
  - e. He accepts a spirit of free play, open discussions and respect for ideas in classroom activities.
  - f. He work cooperatively in class projects.
2. Respect for the contributions of groups.
    - a. He studies the principles of freedom and the procedure of democracy and realizes that there are above the loyalties to any party group in our country.
    - b. He reads the writings on the formation of our present Constitution.
    - c. He opposes the actions of the enemies of liberty and praises the work of liberty-minded groups.
    - d. He takes an interest in local history, especially the Revolutionary War period and the period after the War Between the States and years following.
- C. Skills and abilities.
1. Ability to express thoughts forcefully and correctly.
    - a. He sticks to the main points.
    - b. He reads newspapers, magazines and books and gives good summaries of material read.
    - c. He uses suitable historical illustrations for examples.
  2. Ability to carry out delegated responsibility.
    - a. He knows the bounds of student and committee authority.
    - b. He carries out instructions.
    - c. He arrives at decisions through discussions, negotiations and compromises.
    - d. He takes an active part in civic affairs.
    - e. He expresses the wish to take part in political affairs when of age.
  3. Skill in use of materials.
    - a. He uses library materials effectively.

- b. He learns to make and interpret charts, maps, graphs and cartoons.
  - c. He uses appropriate facts and figures.
  - d. He locates and evaluates evidence relative to issues at hand.
  - e. He analyzes propaganda effectively.
4. Ability to select wise leadership.
- a. He picks honest representatives who will exercise their authority in terms of their responsibility to their school, country and constituency.
  - b. He knows requirements for wise leadership and followership.
  - c. He participates adequately in the selection of a leader.
  - d. He becomes an effective follower once the leader is chosen.
5. Ability to present conclusions based on thorough study.
- a. He gathers information from a number of sources.
  - b. He evaluates the sources as to their authenticity and recency.
  - c. He records and reorganizes information collected.
  - d. He works cooperatively toward common and specified.
  - e. He makes generalizations, conclusions, and presents statements to authorities.
  - f. He tests these conclusions.

### III. Activities.

#### A. Initiatory.

- 1. Investigating the voting lists in your locality to find out the percentage of qualified voters exercising their right and duty to participate in their government.
- 2. Surveying your community, State, or nation to find out whether any of the rights mentioned in the Bill of Rights in the Constitution are being denied to the people.
- 3. Investigating the voting lists in your locality to find out whether anyone is being denied the right to vote.

#### B. Developmental.

- 1. Investigating early democratic documents and charters,

such as the Magna Carta, Declaration of Independence and other influential writings in order to get some understanding of the freedoms our forefathers were trying to secure for themselves.

2. Discovering the disadvantages of the government under the Articles of Confederation in order to see why they failed to meet the needs of the people.
3. Investigating and discussing the controversial issues of the Constitutional Convention in 1787 to see how they were settled by compromise.
4. Studying the Constitution to find out the system of checks and balances that was established.
5. Looking at the film "The Critical Period of the United States" (Coronet) to get an understanding of the problems of our country during its first few years.
6. Investigating and giving oral reports on several outstanding writers about democracy in the United States to determine their effect on the development of a concept of democracy.
7. Studying the problem involved in the ratification of the Constitution in order to see the importance of group action.
8. Comparing the Constitution of North Carolina with the United States Constitution in order to see the differences between a state constitution and the United States Constitution
9. Writing letters to foreign legations in Washington requesting a copy of their Constitutions and also general information about their countries, so as to be able to compare their constitutions with ours.
10. Requesting the foreign language department of your school to translate for your class all material received from foreign legations that is not written in English.
11. Reporting and discussing the general government organization of some of the outstanding countries to acquire a better understanding of other peoples.
12. Reporting on some early cases in American history involving the freedoms as expressed in the Bill of Rights to find out whether retaining these freedoms has been an easy job.

13. Selecting a class committee to invite a local lawyer to talk to the group on the United States Constitution to help make their study of it more meaningful.
  14. Discussing the functions of the Constitution through the years and interpretations by eminent jurists to find out how the Constitution has changed through interpretation.
  15. Visiting the local court through the arrangement by a student committee and a local lawyer to see how one of our basic rights is maintained, the right for a trial by jury.
  16. Conferring with the judge or some court official on the different stages of court procedure for clearer understanding of this procedure.
  17. Forming a class committee to follow up the results of court cases observed to see the results of some court regulations.
  18. Holding a discussion on the trip to the local court to clear up problems that may have arisen in minds of students.
  19. Discussing the importance of the freedoms of today to find whether they are a dead issue or whether new freedoms are arising.
  20. Learning of common terms used in courtrooms and daily newspapers to better follow the cases in our community.
  21. Investigating and interpreting ideas expressed at the Constitutional Convention in 1787 to appreciate the wisdom of the Constitution makers.
  22. Studying the contributions of our three branches of government to understand better our blueprint of organization.
  23. Displaying material received from other countries for the benefit of the whole school.
  24. Writing letters of appreciation to local residents who helped in the study.
- C. Culminating.
1. Holding a panel discussion on court visitations to determine values gained.

2. Showing of slides and films taken during the study to show groups at work in laboratory experiences.
3. Holding a mock trial, to use knowledge learned from real court.
4. Writing an essay on the topic "Can a study of the Constitution of the United States help high school students acquire a clearer understanding of the American democratic ideal" in order to give your solution of the problem.
5. Preparing and giving an assembly program on the problems of this unit in order to get the composite class solution of the problem before a larger audience.

#### IV. Evaluation.

Evaluation is a never-ending task. It goes on continuously as the laboratory experience progresses. There are no better judges of children than the children themselves. Combined pupil-teacher evaluation will derive great benefits.

- A. Subject matter paper and pencil tests can be given to check material retained by the student.
- B. Careful anecdotal records should be kept on each student during the study of this unit. Be sure that actual pupil behaviors are recorded and not merely the conclusions and observation of the teacher.
- C. A type of cumulative record should be kept in order to collect the work done by each student for summarization purposes.
- D. The two tests that follow may be used to evaluate democratic attitudes.

#### 1. BELIEFS ABOUT RIGHTS AND OBLIGATIONS AS CITIZENS

Name ..... Grade .....

School ..... Date.....

#### *Directions.*

Place (A) in front of every statement with which you agree, and (D) in front of every statement with which you disagree.

- ( ) 1. All citizens of voting age meeting precinct requirements should be fined if they fail to vote in elections.

- ( ) 2. Legal restrictions on kinds of work which can be entered by women are justifiable.
- ( ) 3. The United States Constitution protects all classes of people, at all times, and under all circumstances.
- ( ) 4. During war time, the quartering of troops in American homes should not be questioned by American citizens.
- ( ) 5. Bankruptcy is a concern of private enterprise and not of Congress.
- ( ) 6. Congress should make naturalization laws that help immigrants in every way possible.
- ( ) 7. The citizens of the District of Columbia should vote in national elections if able to meet the requirements.
- ( ) 8. Immigrants always become law-abiding American citizens.
- ( ) 9. The courts of our country should grant special rights to native-born citizens when involved in a dispute with immigrants.
- ( ) 10. Congress should pass laws requiring that immigrants speak only English in public.
- ( ) 11. All schools should be open to those who want to attend.
- ( ) 12. The same amount of respect should be shown to all racial and national groups.
- ( ) 13. The federal government has no right to intercede in local government rulings.
- ( ) 14. Immigrants should not be allowed to hold government posts after becoming citizens because natural-born citizens are better qualified for government posts.
- ( ) 15. The United States has achieved a higher standard of living chiefly because our citizens have superior intelligence.
- ( ) 16. Foreign-born Americans never act like Americans, no matter how long they live in this country.
- ( ) 17. During national blood bank drives, the blood of different races should be kept separate during collection and usage.
- ( ) 18. A citizen of this country can easily become a resident of any community in the United States.
- ( ) 19. Acquiring jobs through Civil Service is an approach to achieving a democracy.
- ( ) 20. The rights of all minority groups should be protected in this country.
- ( ) 21. Property and religious qualifications should be requisites for voting in the United States.
- ( ) 22. It is undemocratic to require a candidate for election to the House of Representatives to reside within a certain state district.
- ( ) 23. Caucuses are un-American.
- ( ) 24. If a person can meet other requirements and be duly elected Senator, he should be able to receive the position before he is thirty.
- ( ) 25. Impeachment is a fair way to remove undesirable officials from office.
- ( ) 26. More laws should be passed to protect minority political parties.

- ( ) 27. Houses of Congress should not have the power to refuse to seat a Congressman or Senator who has been duly elected from his state.
- ( ) 28. Excessive campaign expenditures should not be questioned, because the candidate has a right to spend his money as he sees fit.
- ( ) 29. Filibustering in the Senate is very unpatriotic.
- ( ) 30. The printing of the *Congressional Record* is a waste of American tax money.
- ( ) 31. Presidents of the United States should serve their country free of charge because of the high honor received.
- ( ) 32. Granting immunity to members of Congress while speaking from the floor is offering too much protection for our lawmakers.
- ( ) 33. It is undemocratic for a special group instead of the people to elect the President of the United States.
- ( ) 34. Only white persons should be naturalized citizens of the U. S.
- ( ) 35. A great point for our democracy is that a provision of the Constitution restricts army appropriations for a period of two years or less.
- ( ) 36. Our type of government has a wonderful chance to last indefinitely as long as the civilians have control over the military.
- ( ) 37. Congress should have the authority to pass a bill of attainder or an ex post facto law during war periods.
- ( ) 38. It is foolish for Congress to have to pass laws in order for federal officials to accept titles or awards from a foreign country.
- ( ) 39. The President and his foreign affairs experts should be able to complete treaties and negotiations without the consent of the Senate.
- ( ) 40. It would be more democratic to elect the justices of the United State Supreme Court rather than for them to be appointed for lifetime.
- ( ) 41. In a democracy the people should decide whether they want to abide by the laws made by Congress.
- ( ) 42. It is un-American to make federal officials take oaths when entering office.
- ( ) 43. Freedom of speech and press should not be abridged in a democratic country at any time.
- ( ) 44. The states should have the right to decide all qualifications of voting within that state.
- ( ) 45. The federal government has a right to apply its power to prevent discriminatory state actions.
- ( ) 46. In the United States we expect legislation to conform to public opinion, not public opinion to yield to legislation.
- ( ) 47. Emergency does not create power, but a critical period may furnish the occasion for the exercise of power.
- ( ) 48. An expansion of governmental activities, and consequently an increase of governmental expenditures, is justifiable whether

to the emergency of war or economic dislocation.

- ( ) 49. No government is respectable which is not just.  
 ( ) 50. Communities are as responsible as individuals in maintaining a democratic form of government.

## 2. CRITICAL THINKING

Name ..... Grade .....

School ..... Date .....

*The following is a fictitious story, but similar actions have been taken in some communities. After each numerical division place a check beside the statement (A, B, C, D, or E) with which you agree most.*

A few weeks ago Tom Brown, president of the Richtown Civic Club, became concerned about some local happenings. The paper, *The People's News*, was being sent by an anonymous person to the Richtown High School library. This paper was placed on the paper rack along with local publications. He believed that *The People's News* was un-American and would influence the students. Recently at a Civic Club meeting, Mr. Brown said, "If any of you have read a copy of *The People's News*, you will be as alarmed about this problem as I. Let me tell you that it is a shame that such a paper is allowed in our public schools. I hope that none of you will allow yourself to be exposed to those ideas and surely you will want to protect the young minds of your children in school. It is shocking that school officials would allow such subversive material to be displayed. I call for a motion and a vote of all of us, demanding that all back copies of this paper be burned and new copies destroyed before the students get to see them."

1. *Below are some suggestions made after President Brown finished his speech, Which one do you think is the best proposal?*
  - ( ) A. I whole-heartedly agree; I second the motion.
  - ( ) B. How do we know the paper is un-American? Let us have proof first.
  - ( ) C. Let's question some of the faculty members before we vote.
  - ( ) D. We cannot wait because the threat of our country is too great. We will have to act quickly.
  - ( ) E. Let the paper stay, Nobody reads it anyway. Let's table the motion.
2. It was brought out in the discussion that the club would have to be extremely careful in the action taken. Tim James remarked, "We don't care for censorship in a democracy. Certainly if we ban this paper, we are acting as censors." *Do you agree with Tim? Which one of the following reasons do you agree with most?*
  - ( ) A. Un-Americanism is the issue, not censorship.
  - ( ) B. Censorship is involved and is a bad thing, even though it may sometimes be necessary.

- ( ) C. The important thing is that the paper is dangerous.
  - ( ) D. Movies are censored. Censorship does not mean being undemocratic.
  - ( ) E. The paper is dangerous and in this case censorship does not matter.
3. Henry Cale reminded the group about the First Amendment which guarantees "freedom of the press". He was not satisfied with the way the meeting was going. Cale stated, "Shall we take Tom Brown's word that this paper is trying to undersell our government? I have a lot of confidence in Tom, but I would like for an open meeting to be held and let everybody express his viewpoint." *What do you think about holding an open meeting?*
- ( ) A. You don't accomplish anything at open meetings because of the noise and lack of organization.
  - ( ) B. Nobody could accuse the Richtown Civic Club of being unfair if they did hold an open meeting.
  - ( ) C. An open meeting would make it possible for the people to decide if Tom Brown is right.
  - ( ) D. The supporters of *The People's News* should not be given an opportunity to air their views.
  - ( ) E. Seldom do public meetings change opinions, so why waste the time.
4. After some discussion, the issue was brought to a vote and passed. The members of the organization decided that they needed to take further action but hesitated as to what steps to take. Several proposals were made by the members. *Which of the following proposals for action would you have voted for?*
- ( ) A. Contact the school board members and let them know how your club feels about the matter.
  - ( ) B. Hold a public demonstration in front of the school in order to arouse public opinion.
  - ( ) C. Start rumors about the teachers' and school administrators' being subversive.
  - ( ) D. Consult the teachers and school administrators before taking further action.
  - ( ) E. Get the local newspapers and parent-teachers association to back the Richtown Civic Club before going to the school board.

## V. Materials.

The usual textbook material should be used and any other material which you find helpful in teaching this unit. The following materials may prove useful during the study.

### A. Books.

1. Commager, Henry S. *Documents of American History*. Appleton, New York, 1949.

2. Commager, Henry S. and Allan Nevins, *The Heritage of America*. Heath, Boston, 1949.
3. Gavian, Ruth Wood and William A. Hamm, *The American Story*. Heath, Boston, 1945.
4. Hacker, Louis M. *The Shaping of the American Tradition*. Columbia University Press, New York, 1947.
5. Hamilton, Jay and Madison. *The Federalist*. The Modern Library, New York.
6. Jensen, Merrill, *The New Nation*. Knopf, New York, 1950.
7. The Staff, Social Science. *The People Shall Judge*. University of Chicago Press, Chicago, 1949.
8. Van Doren, Carl. *The Great Rehearsal*. Viking, New York, 1948.
9. Wirth, Fremont P. *The Development of America*. American, Boston, 1945.

B. Pamphlets.

1. Bunn, Harriet; "Story of Democracy". Row, Peterson, Evanston, Ill., 1941.
2. Civic Education Project; "The Isms-And You", Cambridge, Mass., 1950.
3. Cushman, Robert E., "Keep our Press Free!". Public Affairs Pamphlet-No. 123, New York, 1946.
4. Williams, Chester S., "Liberty of Press". 1940; "Right of Free Speech". 1940; "Fair Trial". 1941; "Religious Liberty". 1941; "The Rights We Defend". 1940; Row, Peterson, Evanston, Ill.

C. Films.

1. *Democracy*, Encyclopedia Britannica Films. 11 min., 1946, Grades 9-12.
2. *Despotism*, Encyclopedia Britannica Films. 11 min., 1946, Grades 9-12.
3. *Political Parties*, Coronet. 10 min., 1947, Grades 9-12.
4. *Powers of Congress*, Coronet. 10 min., 1947, Grades 9-12.
5. *Public Opinion*, Encyclopedia Britannica Films. 11 min., 1946, Grades 9-12.

## THE TWELFTH YEAR

### MODERN PROBLEMS—ECONOMIC, SOCIAL AND POLITICAL: THEIR IMPLICATIONS FOR THE COMMUNITY, STATE, NATION AND WORLD

The particular objective of this twelfth year course is to get the pupil to see the world about him as a place in which he lives and works, and to get him to assume some responsibility for making it a better place for himself and others.

This is a suggested list of problems. It is not necessary that all of them be taught in any one year. Some may be eliminated, others added.

How can we develop a democratic way of life in our classroom?

How can we provide satisfactory employment for all?

How can we recognize and deal with propaganda?

How can we help to develop an enlightened public opinion?

How can we help to prevent crime?

How can we help to provide for the religious and spiritual needs of young people?

How can marriage and family life be made more successful?

How can we help provide adequate recreation and leisure for all?

How can we help provide an adequate education for everyone?

How can adequate housing be provided for all Americans?

How can we build a richer life through the use of the arts?

How can we improve our relations with the Orient?

How can an adequate balance between agriculture and industry be developed?

How can man use machines to build a richer life?

Materials can be many and varied. Wise use should be made of current literature which has been carefully prepared for students of this age. School journeys and other visual and auditory aids are especially recommended.

The State-adopted basal and supplementary texts for economics, sociology and problems of democracy, when used as intended, viz. as source material, will supply most of the information needed to develop the units of instruction suggested. Other material from the library will enable the class to pursue special interests.

## HOW CAN WE HELP PROMOTE INDUSTRIAL HARMONY

### I. Significance of the Problem.

Until the Industrial Revolution production was mostly in terms of production for local use. The chief source of power was manpower. With the Industrial Revolution came different reasons for production and radically different sources of power and techniques of producing goods and services. Society began to shift from a simple agrarian way of life to a complex industrial way of life. As this shift developed issues between the worker (labor) and the owners and operators (management) of the means of production also developed. Many of the present day problems are the product of the issues between these two groups. The struggle over these issues is often harmful to the general public. For the welfare of everyone industrial harmony is imperative.

This problem can be solved if society really wishes to do so. Many of the issues involved are controversial. All of the issues involved are issues about which students may ultimately have to make decisions. It is desirable that students study this problem with all of its ramifications and make judgments that will help them toward some adequate solution.

The library—the center of action



## II. Purposes.

### A. Understandings and generalizations.

1. The largest, most varied, and constant market is a wage-earning people.
2. Man has the right to work.
3. Modern man is entitled to paid employment and the right to make suggestions as to the kind of employment he considers himself best able to perform.
4. Only through cooperative action can many of our industrial problems be solved.
5. Modern specialization has brought about an interdependence never before experienced in the history of the world.
6. Where individual values and social values coincide, the supply of services by organized industry can be left to private enterprise; where they do not coincide, the state or some public body must act.
7. Sustained confidence and frequent conference on all levels by workers, union representatives, and management are prerequisites to industrial peace.
8. Both labor and management have many objectives in common.
9. Collective bargaining is the instrument by which unions and management may solve their problems directly without frequently resorting to government intervention.
10. Better industrial relations require effective and rapid communication within the ranks of each.
11. Labor organizations are established social institutions and as such have an important part to play in the economic and social life of the people.
12. The freedom essential to the meeting of management's responsibilities to the owners, the workers, and the consumers must remain unimpaired.
13. Both management and labor must be ready to accept responsibility for the general good.
14. The public must recognize that good industrial relations are dependent upon the extension of basic principles

and the practices of democracy in industry.

15. There must be a clear delimitation through mutual consent of the proper spheres in which labor and management shall function.
  16. Provision must be made for freedom of individual advancement and promotion compatible with efficiency and with adequate safeguards against favoritism and discrimination.
  17. Union-management cooperation tends to make management more efficient and unions more cost conscious, thereby improving the competitive position of the business enterprise and increasing the earnings of both workers and owners.
- B. Attitudes and appreciations.
1. Sense of responsibility.
    - a. He shows an interest in industrial peace.
    - b. He accepts the responsibility of having an opinion on industrial issues and of helping to form public opinion on such matters.
    - c. He bases his opinions upon reasoned conclusions formed upon facts which he has discovered through investigation.
  2. Constructive point of view toward improved industrial harmony.
    - a. He encourages respect for viewpoints and integrity of others.
    - b. He suspends judgment until evidence is evaluated.
    - c. He sees the value of subordinating the interests of labor and management to the interest of the whole society.
    - d. He harmonizes conflicting interests through compromise and accommodation.

C. Skills and abilities.

1. Ability to identify the common interests of labor and management.
  - a. He looks behind facts for motives.
  - b. He discriminates in choosing values.
  - c. He uses generosity in judging others.
2. Ability to discuss issues objectively and dispassionately.

- a. He uses facts in place of emotion in making judgments and forming opinions.
  - b. He is tolerant.
  - c. He believes in democracy and abides by majority rule.
  - d. He makes constructive criticism.
  - e. He is fair.
  - f. He subordinates personal privilege to group welfare.
  - g. He respects personality.
  - h. He shows sympathetic understanding.
  - i. He is loyal to mankind and world minded.
3. Ability to recognize propaganda, select and interpret materials, and present conclusions clearly.
- a. He reads critically.
  - b. He determines the reliability of source material.
  - c. He habitually forms good judgments and looks behind facts for motives.
  - d. He observes parliamentary procedure in discussions.
  - e. He assumes responsibility for class discussions and projects.
  - f. He follows plans through to a successful conclusion.
  - g. He is willing to be a follower or leader as the need dictates.
  - h. He develops facility in interpreting the printed page.
  - i. He learns to organize his material in logical outline or brief form.
  - j. He practices effective public speaking.
  - k. He develops the ability to write an expository theme.
  - l. He is courteous.

### III. Activities.

#### A. Initiatory.

1. Using a current problem such as a strike or another instance of antagonism between labor and management to stimulate a discussion that will bring out an overview of the present situation between labor and management.
2. Looking at the movie, *Poverty in the Valley of Plenty*, to get an understanding of the effects of managerial domination.
3. Taking an attitude test on the relations of labor and

management to determine the present attitudinal pattern of the group. (Test may be built by the teacher or the test at end of unit may be used.)

B. Developmental.

1. Tracing the rise of the labor movement to find out the difficulties labor had in making itself heard.
2. Investigating the development of production from the time that human muscle was the major source of power to the present machine production system to find out the reasons why production has changed.
3. Writing a "history" of the American Federation of Labor to find out its purposes and its techniques of operation.
4. Writing a "history" of the C.I.O. to find out its purposes and its techniques of operation.
5. Writing a "history" of the National Association of Manufacturers to find out its purposes and its techniques of operation.
6. Interviewing a local labor leader to get the point of view of labor.
7. Interviewing a local person representative of management to get the management point of view of the problem.
8. Inviting representatives of labor and management to take part in a panel discussion on the question of how can labor and management cooperate for the good of all to find out whether the people involved in these areas feel that there is any solution to the problem.
9. Tracing the history of the government's attitude toward labor organizations to find out whether there has been much change.
10. Interviewing personally or by questionnaire a representative of the North Carolina or United States Department of Labor or both to find out the attitude of the government toward labor-management problems.
11. Dramatizing a meeting of the President's Arbitration Committee where they are considering a strike which is hindering national defense to find out if such a group can function effectively.

12. Setting up a role playing situation in which members of the class play the parts of people representing management, labor, and the government working on the arbitration of any strike currently in progress to find out if members of the class can put themselves in the shoes of other people and see their point of view.
13. Organizing the class as the House of Representatives and carrying through to completion a bill designed to repeal the Taft-Hartley law to find out whether the class can handle adequately the arguments on both sides.
14. Investigating the Civil Liberties Bill to find out whether it has any bearing on the problems of labor and management.
15. Drawing up a Bill of Rights for labor to find out what the class believes that labor should have as its natural rights.
16. Drawing up a Bill of Rights for management to find out what the class believes that management should have as its natural rights.
17. Taking a field trip to some local industry to observe labor-management relations.
18. Making a survey of the local community to find out whether or not there are any pressing labor-management problems at the moment.
19. Working with the school librarian to build for the classroom as complete a collection of materials as possible for use during this unit.
20. Constructing a questionnaire on labor-management attitudes toward their problems and administering it to a random sample of people on the street to find out the attitude of the general public toward these problems.
21. Writing a research paper on the lives of such labor leaders as John L. Lewis, Eugene V. Debs, Samuel Gompers and Harry Bridges to find out to what extent they made contributions to the solution of problems involved in labor-management.
22. Writing a research paper on the lives of such industrialists as Henry Ford, Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt and James Buchanan Duke to find out to what extent they made contributions to

the solution of problems involved in labor-management.

23. Making posters or charts illustrative of local labor-management problems to show the attitudes of both groups.

#### C. Culminating.

1. Preparing and giving a radio program on the solutions suggested by the class to the problem of industrial harmony in order to give the benefit of their thinking to the public.
2. Holding a round table discussion on the suggested solutions of the individual students to the problems of labor-management in an attempt to work out a composite class solution.
3. Taking an attitude test (this could be the same test given at the beginning of the unit or a different one) on labor-management to determine whether or not there have been attitudinal changes among the individual members of the class during the progress of this unit.

#### IV. Evaluation.

- A. The usual paper and pencil tests can be given to check on the subject matter retained by the student.
- B. An *anecdotal record* or *diary* should be kept of each of the students throughout the course of the unit. Observations or entries in the anecdotal record should be made in terms of the specific behaviors set up in the purposes section of the unit. Be sure that these entries are in terms of observable pupil behaviors. *Do not* write your conclusion—write the actual behavior. At the close of the unit these entries may be summarized and interpreted and a composite picture of the changes in behavior the student has made can be secured.
- C. As the unit progresses significant cumulative pieces of work of each student should be collected and kept until the end of the unit. These cumulative records can be summarized to add to the total picture of changes in student behavior that have occurred during the unit.
- D. The following is one type of instrument that may be used in evaluating some of the purposes of the unit:



The school newspaper provides varied opportunities for leadership

#### BELIEFS ABOUT MANAGEMENT-LABOR RELATIONS

Name ..... Class .....

School ..... Date .....

##### *Directions:*

*Put (A) in the parenthesis in front of every statement with which you agree, and (D) in front of every statement with which you disagree.*

- ( ) 1. Labor unions are the workers' best weapon.
- ( ) 2. In disputes between management and labor, doubtful cases should be decided in favor of labor.
- ( ) 3. Labor laws should protect the interests of labor against capital.
- ( ) 4. Labor unions are composed of radicals and hence are undesirable.
- ( ) 5. Labor is entitled to reasonable pay, a reasonable work day, and human conditions of labor.
- ( ) 6. Collective bargaining is a necessary tool of labor.
- ( ) 7. Labor unions are generally unreasonable in their demands for higher pay, shorter hours, and better working conditions.
- ( ) 8. The interests of the general public should be put ahead of the interests of either labor or management.
- ( ) 9. Most disputes between management and labor are caused by the selfishness and greed of management.
- ( ) 10. Disputes ~~between~~ management and labor are caused by labor's putting its interests ahead of all other interests, including the interests of the public.
- ( ) 11. A labor organization that gives an equal vote to unskilled labor is unfair to those workers who have spent more time and money making themselves efficient.

- ( ) 12. A jurisdictional strike is always an unnecessary annoyance.
- ( ) 13. Since specialization leads to mass production and mass production leads to the organization of workers into unions, the best solution to disputes between management and labor would be to abolish mass production and return to the handicraft stage of making articles.
- ( ) 14. The organization of laborers into unions from which they bargain collectively with management is taking an unfair advantage of management.
- ( ) 15. Unskilled laborers are always radicals.
- ( ) 16. Most labor leaders are foreigners and hence un-American.
- ( ) 17. Management represents the true American point of view in disputes between labor and management.
- ( ) 18. Management has the right to cut down the amount of goods produced in order to keep the price high.
- ( ) 19. A manufacturer has the right to shut down his plant for several months in the year if he finds that keeping his plant running will reduce his profits.
- ( ) 20. When manufacturers build model communities for their workers to live in and encourage better schools and health opportunities, they are just trying to fool their workers into being satisfied.
- ( ) 21. Labor and management are natural enemies and can never cooperate satisfactorily.
- ( ) 22. Management is opposed to college education for the children of their workers, because if these children get more education they will not be content to work in the mills.
- ( ) 23. Management is opposed to freedom of speech and freedom of press, because unfavorable labor conditions will be discussed.
- ( ) 24. Managers should always come from the families of managers, for they understand the conditions of industry better than outsiders.
- ( ) 25. All managers should come from the ranks of labor.
- ( ) 26. Managers should be forced to start at the bottom and work up through all departments of industry, unless they have come up from the ranks of labor.
- ( ) 27. Social relations between management and labor should be avoided.
- ( ) 28. It is better for laborers to organize and provide their own recreation and health facilities than for management to provide it for them.
- ( ) 29. Organized laborers deliberately restrict their output in order to increase wages.
- ( ) 30. It is unwise for management to own and provide homes for their workers.
- ( ) 31. All laborers have the right to organize into unions to protect their interests.
- ( ) 32. An employer should discharge a worker who becomes extremely active in a labor union.

- ( ) 33. An employer who furnishes the house in which an employee lives has the right to make regulations by which the employee shall live; for example, that he shall not drink, mistreat his family, etc.
- ( ) 34. It is disloyal for an employee not to use the products of the company for which he is working.
- ( ) 35. An employer has the right to discharge a worker who joins a labor union.
- ( ) 36. Management has the right to refuse to bargain with labor leaders who are personally distasteful to management.
- ( ) 37. Each employer should decide whether or not his employees should organize a union.
- ( ) 38. Since property is the fruit of labor, laborers should be represented in the management of all industries.
- ( ) 39. Profit-sharing plans should include a provision for a decrease in wages if the business loses money.
- ( ) 40. Profit-sharing is an incentive for loyalty and a greater output by the employees.
- ( ) 41. Management puts in longer hours than labor and has more responsibilities and hence is entitled to a larger return than labor.
- ( ) 42. Management is no more difficult than labor and should be paid for according to the same wage scale.
- ( ) 43. Profit-sharing is an attempt to bribe the workers to do more work.
- ( ) 44. The best way to fight communism at home is to bring about industrial peace and raise the standard of living of the American laborer.
- ( ) 45. The business of earning a living is of primary concern to man and no interference with it through disputes between labor and management should be tolerated.
- ( ) 46. Economically insecure peoples constitute a hotbed for the sprouting of ideas and theories which may endanger the government.
- ( ) 47. Easy communication and frequent contacts between labor and management are necessary for industrial peace.
- ( ) 48. Before cooperation can be successful between labor and management, there must be a sympathetic relationship between them.
- ( ) 49. The best way to attain harmony between labor and management is for each side to insist upon its rights and privileges and let the stronger side win.
- ( ) 50. Harmony between labor and management depends upon the compromises each side is willing to make in the interest of the general welfare.
- ( ) 51. Harmonious relations between labor and capital would decrease emotional conflicts and improve mental health in the United States.
- ( ) 52. Where workers move frequently they are more apt to conflict

with management than if they work for long periods of time in one locality or for one industry.

- ( ) 53. Progress in the field of improved relations between management and labor comes slowly but surely.
- ( ) 54. Shorter working hours have increased the conflict between labor and management, because the workers have more time to attend meetings and think about their grievances.
- ( ) 55. Only American citizens should be allowed to join labor unions in the United States.
- ( ) 56. The only solution to industrial disputes is a national law requiring all such disputes to be submitted to arbitration.
- ( ) 57. Resentment of the easier life which labor thinks management leads cause most industrial strife.
- ( ) 58. The possible gains from any particular industrial conflict are not worth the sufferings the families of the laborers endure during the progress of the conflict.
- ( ) 59. When laborers operate under a closed shop contract, membership is not voluntary and hence the principle of the closed shop is un-American.
- ( ) 60. Restriction of output of desirable things, whether it is done by management or by labor, is always a disadvantage to society as a whole.
- ( ) 61. Labor unions are justified in opposing the use of machinery which will displace skilled workers and cause them to have to look for another type of work.
- ( ) 62. If society is to get the benefit of machines which displace skilled workers, such workers should be trained for other work at society's expense.
- ( ) 63. Picketing is an unfair method of arousing public sympathy for laborers.
- ( ) 64. Laborers should organize a labor party to protect their interests.
- ( ) 65. The interests of labor can be served best by voting for candidates of the regular parties who are friendly to labor.
- ( ) 66. Striking is the best way to settle all labor-management disputes.
- ( ) 67. A strike is never justified as a means of settling labor-management disputes.
- ( ) 68. A strike is justified in labor-management disputes only if all other methods have failed.
- ( ) 69. Strikes should be legal but laws should prescribe how they are to be conducted.
- ( ) 70. If a strike is ruled legal, employers should pay wages to the idle employees.
- ( ) 71. If a strike is ruled illegal, the employees should be ordered back to work.

## V. Materials.

Use any texts available. The list below is suggestive of other materials that might help.

## A. Books.

1. Boodish, H. N. and Augspurger, E. *Our Industrial Age*. McGraw, New York, 1949.
2. Faulkner, Harold and Starr, Mark. *Labor in America*. Harper, New York, 1944.
3. Hicks, Clarence J. *My Life in Industrial Relations*. Harper, New York, 1951.
4. Hopkins, W. S. *Labor in the American Economy*, McGraw, New York, 1948.
5. Patterson, Florence. *American Labor Unions*. Harper, New York, 1945.
6. Seaver, Charles H. *Industry in America*. Harper, New York, 1946.
7. Whyte, W. F. *Industry and Society*. McGraw, New York, 1946.

## B. Pamphlets.

1. *Administration of the Taft-Hartley Act*. Institute of Labor and Industrial Relations, University of Illinois, Urbana, 1949.
2. *The Botany Plan*. Botany Mills, Passaic, New Jersey.
3. Carskadon and Williamson. *Your Stake in Collective Bargaining*. Public Affairs Pamphlet No. 117, 1946.
4. *How Collective Bargaining Works: A Factual Survey of Labor-Management Relations in 16 Major Industries in the United States*. Twentieth Century Fund, New York, 1942.
5. Huberman, Leo. *The Truth about Unions*. Pamphlet Press, 1946 (From the C.I.O. point of view).
6. Lange, O. and Lerner, A. P. *The American Way of Business*. Problems in American Life, Unit 20, The National Council of Social Studies, 1946.
7. Stewart, Maxwell, *The American Way—Business or Government Control*. Public Affairs Pamphlet No. 90, 1945.

## C. Organizations Publishing Materials on Current Problems.

1. American Federation of Labor.  
901 Massachusetts Avenue, N.W., Washington, D. C.

2. Bureau of the Budget,  
Washington, D. C.
3. Brookings Institution,  
722 Jackson Place, Washington, D. C.
4. Chamber of Commerce of the United States,  
Finance Department,  
Washington, D. C.
5. Congress of Industrial Organizations,  
718 Jackson Place, N. W.,  
Washington, D. C.
6. Committee for Economic Development,  
444 Madison Avenue,  
New York 22, New York.
7. Citizens' National Committee, Inc.,  
1409 L Street, N. W.,  
Washington, D. C.
8. League of Women Voters,  
726 Jackson Place,  
Washington, D. C.
9. National Association of Manufacturers,  
Economic Policy Division Series,  
14 West 49th Street,  
New York 20, N. Y.
10. National Industrial Conference Board,  
247 Park Avenue,  
New York, New York.
11. National Planning Association,  
800 21st Street, N. W.,  
Washington, D. C.
12. Public Affairs Committee,  
22 East 38th Street,  
New York 16, N. Y.

## HOW CAN WE BECOME BETTER CONSUMERS?

### I. Significance of the Problem.

Every person is a consumer. The student's present consumptive needs are usually taken care of by his parents or guardians. Very soon the student will assume the responsibility of supporting himself and perhaps a family. The chief purpose of competi-

tive enterprise is to make profit. Their technique is to produce goods and services as economically as possible and to sell these goods and services for a fair profit, oftentimes for as much as the "traffic will bear." The average income of an individual does not permit and is not likely to permit each individual to purchase all that he would like to have of these goods and services. Therefore, individuals must make choices. One will have to know how to select the basic necessities, how to secure the best prices, how to evaluate products, how not to be overcome by advertising propaganda, and how to determine his real needs in order to get adequate value from the money available for spending. It seems highly desirable that students prepare themselves for solving these problems which they face immediately.

## II. Purposes.

### A. Understandings and generalizations.

1. There is a difference between one individual's needs and wants.
2. The basic needs of individuals differ.
3. Most businesses use sales pressure through advertising.
4. The chief purpose of advertising is to sell goods.
5. Every man has a right to buy according to his desires and responsibility to select according to his needs.
6. Purchases should be made according to needs of the individual rather than according to advertising appeal.
7. The individual must be able to recognize the techniques of the advertiser.
8. Most goods and services have adequate substitutes at lower prices.
9. Comparative shopping pays great dividends.
10. Desires should not prevent the individual from getting maximum service out of present possessions.
11. Installment buying and borrowing can be valuable or harmful.
12. The individual should distinguish between immediate and long-range needs.

### B. Attitudes and appreciations.

1. Sense of values.

- a. He compares prices and values of articles which he must buy.
  - b. He selects any given article as a result of this experience in comparing values and prices of a particular article.
  - c. He is alert to possible purchases that would mean a saving in satisfying his needs.
2. Responsibility for spending money wisely.
    - a. He refrains from buying knickknacks immediately after he has eaten a good meal.
    - b. He talks with adults and secures information on the wise use of money.
    - c. He considers carefully prices and the values of articles he needs before he buys.
    - d. He talks about the cost of living and what one can earn.

C. Skills and abilities.

1. Ability to analyze advertising.
  - a. Analyzes propaganda techniques used.
  - b. Thinks out real worth before being influenced by advertising.
2. Ability to budget successfully.
  - a. Makes a budget according to an accepted form.
  - b. Keeps expenditures within the budget.

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III. Activities.

A. Initiatory.

1. Estimating your present income and listing how it is spent in order to see where your money is going at present.
2. Looking at and discussing the movie, *Your Thrift Habits*, to get an understanding of the effects of thrift.
3. Using an advertisement page of sales from the local newspaper to determine some of the techniques of such advertising.

B. Developmental.

1. Observing the advertising techniques used in one issue of a magazine, newspaper, or a 6 hour program of a particular radio station to find out the variety of appeals

used to cause people to act in certain ways.

2. Developing criteria for distinguishing between basic needs and mere wants in order to provide a basis for wise buying.
3. Studying *Consumers Guide* or *Consumers Research Bulletin* in order to understand better the difference between values and prices.
4. Investigating the costs of production of such things as toothpastes, cosmetics and the like, and comparing the cost with their selling prices in order to find out the amount of profit that goes with a name brand.
5. Listing twelve or fifteen nationally known articles and discovering adequate substitutes for them in order to determine the amount of money that can be saved by such procedure.
6. Producing an article to satisfy personal needs and comparing the cost of this production with a commercial article of the same price in order to determine differences in value and possible savings.
7. Making a personal budget for a month period and attempting to follow it in order to see if one could improve the use of his money.
8. Planning for building or purchasing and furnishing a house in order to get some idea of the cost involved.
9. Interviewing parents or the head of some family about their expenditures for a one month period in order to get some evidence about the cost of supporting a family.
10. Inviting an authority on installment buying, such as a banker, furniture dealer, or automobile dealer to speak to the class in order to find the advantages and disadvantages of installment buying.
11. Inviting a contractor or real estate agent to discuss problems involved in buying or building a home in order to get some indication of the amount of money involved.
12. Set up a role-playing situation between a salesman and a customer in order to understand better a practical problem.
13. Inviting an insurance salesman to explain different types of insurance in order to help the pupils under-

stand what type of insurance, if any, would best suit their needs.

14. Working in pairs to set up a budget for a family of three for a year on a minimum income in order to find out how to live on the average income.
15. Considering a minimum list of luxuries and their cost in order that pupils can see that it is possible to have some of the things that make life richer without overburdening themselves.
16. Looking at and discussing the movie, *Installment Buying*, to acquaint themselves with what is involved.
17. Looking at and discussing the movie, *Consumer Protection*, in order to find possible ways to safeguard themselves in buying.

#### C. Culminating.

1. Preparing a scrapbook containing advertisements of a great many standard articles, estimating their cost and suggesting adequate less costly substitutes, for the use of the Home Demonstration Agent in her work with members of her clubs.
2. Preparing a program for the P.-T. A. or a radio program on *How to become a better consumer* to give the parents the benefit of the solutions proposed by the class.
3. Holding a panel discussion of the problem so that the class can arrive at a composite decision.
4. Making a list of everyday products that have good use and money value for use of future reference.
5. Writing an essay on "My Personal Reaction to Studying Consumer Buying" in order to estimate the value of the study to the pupils of this problem.

#### IV. Evaluation.

- A. The usual paper and pencil tests can be given to check on the subject matter retained by the student.
- B. An *anecdotal record* or *diary* should be kept of each of the students throughout the course of the unit. Observations or entries in the anecdotal record should be made in terms of the specific behaviors set up in the Purposes sec-

tion of the unit. Be sure that these entries are in terms of observable pupil behaviors. *Do not* write your conclusions—write the actual behavior. At the close of the unit these entries may be summarized and interpreted and a composite picture of the changes in behavior the student has made can be secured.

- C. As the unit progresses significant cumulative pieces of work of each student should be collected and kept until the end of the unit. These cumulative records can be summarized to add to the total picture of changes in student behavior that have occurred during the unit.

#### V. Materials.

Use any texts available. The list below is suggestive of other materials that might help:

##### A. Books.

1. Babson, Roger W. *Twenty Ways to Save Money*. Stokes.
2. Fairchild, Furniss, and Buck. *Elementary Economics*. Revised Edition, Vol. I.
3. Garner and Hansen. *Principles of Economics*, Revised Edition.
4. Gemmill, P. L. *Fundamentals of Economics*, Revised Edition.
5. Landis and Landis. *Social Living*.
6. Maynard, Dameson, and Siegler. *Retail Marketing and Merchandising*.

##### B. Pamphlet and Magazine Articles.

1. *American Home Economics Association*, Washington, D. C. Leaflets of Interest to Consumers.
2. *Are Chain Stores Beneficial to the Consumers?* The American Economic Foundation, Cleveland, Ohio.
3. *Better Buymanship Bulletins* Nos. 1, 3, 4, 6, Household Finance Corporation, Chicago, Ill.
4. *Building America Series*. Food, Clothing, Advertising, We Consumers.
5. *Consumers Analysis*, 17th Annual Editions. The Journal Company, Milwaukee, Wisconsin.
6. *Consumers Guide*.

7. *Consumers Credit*. Board of Governors of Federal Reserve System, Washington, D. C.
  8. *Public Affairs Pamphlets*. Public Affairs Committee, Inc. 30 Rockefeller Plaza, New York.
    1. *How We Spend Our Money*
    2. *Defense and the Consumer*
    3. *Loan Sharks and Their Victims*
    4. *Read Your Labels*
    5. *Chain Stores: Pro and Con*
  9. *Public Policy Pamphlet No. 8. Devaluation of the Dollar*. The University of Chicago.
  10. *Savings in Wartime*. Office of Price Administration, Washington, D. C.
  11. *Stretching the Food Dollar* (free booklet). Household Finance Corporation, Chicago, Ill.
  12. *The American Observer*, Vol. XI. No. 1, p. 1, No. 4, p. 4.
  13. *The Pros and Cons of Consumer Credit*. Workers Education Bureau Press, Inc.
  14. *Units of Study as Consumers*. Problems Prepared for the Schools by the Office of Price Administration, Washington, D. C.
    - a. *The War on the Home Front*
    - b. *Consumers in Wartime*
    - c. *The Fight Against Rising Prices*
  15. *Who is the Consumer?* (free booklet). National Association of Manufacturers.
  16. You and Industries Series No. 8.
- C. Visual Aids.
1. *Alice Adams (Money Sequence)* (15 min; 16 mm; sound; rental, \$3). New York University Film Library, Washington Square, New York. Shows family problems brought by the father's lack of financial success.
  2. *And So They Live* (25 min; 16 mm; sound; rental, \$4). New York University Film Library, Washington Square, New York. Portrays the law of satiety and gives an example of diminishing returns. Shows a poor Southern community.
  3. *Financing Food for Freedom* (11 min; 16 mm; sound; write the film library nearest you for rental cost). Castle

- Films, RCA Building, Rockefeller Center, New York 20. *Sale only*. Suggests ways in which farmers may solve their credit problems.
4. *Hot Money* (20 min; 16 mm; sound; rental, \$3). Pictorial Film Library, Inc. RKO Building, Radio City, New York 20. Shows how uncontrolled buying may lead to inflation, hunger, and unemployment.
  5. *Making Money and Know Your Money* (30 min.; 16 mm; sound; free loan) United States Secret Service, Treasury Building, Washington, D. C. Part 1 shows how money is made; Part 2 shows how to detect counterfeit money.
  6. *Meats with Approval* (2 reels; 16 mm; sound; service charge, 50¢). Association Films, Y.M.C.A. Motion Picture Bureau, 19 South LaSalle St., Chicago 3, Ill. Shows how the Federal meat-inspection program assures wholesome, clean meat for consumers.
  7. *More Dangerous than Dynamite* (10 min; 16 mm; write the nearest film library for loan). Guy D. Haselton, 7936 Santa Monica Blvd., Hollywood, Calif. *Sale Only*. Describes vividly the dangers in the home and shows the need for safety devices.
  8. *Money to Loan* (22 min; 16 mm; sound; write the nearest film library for rental cost). Motion Picture Bureau, 19 S. LaSalle St., Chicago 3. Exposes the unscrupulous practices of small loan sharks.
  9. *Where Your Money Goes* (10 min; 16 mm; sound; rental \$1.50). Association Films, Y.M.C.A. Motion Picture Bureau, 19 S. LaSalle St., Chicago 3. Tells the story of how goods are carried from the producer to the ultimate consumer.

## **WORLD GEOGRAPHY—A SUGGESTED ELECTIVE COURSE FOR ELEVENTH OR TWELFTH GRADE**

Many North Carolina high schools have for years offered a course in geography, usually in the eleventh or twelfth grade. Originally this course consisted of a half year of physical geography and a half year of commercial geography. Later this became a one-year course in commercial or industrial geography, related chiefly to the United States.

The development of the airplane as a means of travel and transportation and recent scientific developments related to world conflict have focused attention on the importance of global geography. This emphasizes the need for the provision of a course in geography for high school students. It is believed that such a study should be world-wide in scope. For this reason the course has been designed as World Geography.

Those schools interested in a course in economic geography, designed primarily for students interested in business education, should refer to the suggestions for economic geography contained in Publication No. 267, *Curriculum Guide and Courses of Study in Business Education*, 1948.

While the study should be world-wide in scope it might well close with a unit on the United States and its relationship to world affairs. At the beginning of the year the teacher, with the aid of the members of the class, should select a number of units or areas of study to be undertaken.

The following unit titles taken from the textbook currently adopted for basal use and several recent courses of study will be suggestive:

Geography in the Modern World or Global Geography  
Man and Climate  
Man and the Surface of the Lands  
Man and Natural Resources  
Life Processes of Civilization, or the World and the Development of Transportation and Communication  
The Influence of Resources and Industries on the Development and Relationships of Nations  
The Geography of Nations  
The United States and Its World Relationships

#### BIBLIOGRAPHY

- Bradley. *World Geography*. 1948. Ginn.  
Elliott. *Conservation of American Resources*. 1940. Turner E. Smith.  
Evans et al. *Our South*. 1949. Steck.  
Roth et al. *Living in the Peoples' World*. 1947. Laidlaw.  
Thralls. *The World: Its Land and Peoples*. 1948. Harcourt.  
Jones-Murphy. *Geography and World Affairs*. 1950. Rand.

# MATERIALS OF INSTRUCTION

(Addresses of companies and organizations are listed on p. 159.)

## A. Sources of Professional Aids.

### 1. Organizations.

American Association of School Administrators, NEA.

National Council for the Social Studies, NEA .

Educational Policies Commission, NEA.

North Carolina Council for the Social Studies, Box 5782, Raleigh.

Association for Childhood Education, International.

Department of Secondary Schools Principals, NEA.

Department of Elementary School Principals, NEA.

Association for Supervision and Curriculum Development, NEA.

U. S. Office of Education

### 2. Books for Teachers.

Dale, Edgar. *Audio-Visual Methods in Teaching*. 1946. Dryden Press.

*Learning by Living*. 1950. Report on Resource-Use Education Project Sponsored Jointly by Southern States Work Conference on Educational Problems and Committee on Southern Regional Studies and Education, American Council on Education. State Department of Education, Tallahassee, Fla.

Leonard, J. Paul. *Developing the Secondary School Curriculum*. Rinehart.

Lilienthal, David E. *This I Do Believe*. Harper.

Noar, Gertrude. *Freedom to Live and Learn*. Franklin Publishing and Supply Company, Philadelphia, Pennsylvania. Gives helpful information on unit teaching.

Quillen, I. James, and Lavone Hanna. *Education for Social Competence*. 1948 Scott.

Teachers' Manuals for Basal Texts.

*Studying the State of North Carolina*, Publication No. 259. State Department of Public Instruction, Raleigh. 25¢.

United States Department of Justice. Immigration and

Naturalization Service. Gateway to Citizenship, Superintendent of Documents, Government Printing Office, Washington, D. C.

Vance, Rupert B. and others. *Exploring the South*. The University of North Carolina Press, Chapel Hill, North Carolina.

3. Indexes for Locating Social Studies Material.

Brewton. *Index to Children's Poetry*. H. W. Wilson Company.

Briggs. *Subject Index to Children's Plays*. American Library Association.

Bruncken. *Subject Index to Poetry*, A guide for adult readers. American Library Association.

*Children's Catalog and Standard Catalog for High School Libraries*. H. W. Wilson Company.

*Educational Film Guide*. H. W. Wilson Company.

*Filmstrip Guide*. H. W. Wilson Company.

*Index to Folk Dances and Singing Games*. American Library Association.

Logasa. *Biography in Collections*. H. W. Wilson Company.

Phelps. *Debate Index*. H. W. Wilson Company.

Rue. *Subject Index to Books for Primary Grades and Subject Index to Books For Intermediate Grades*. American Library Association.

Sutton. *Speech Index*. H. W. Wilson Company.

*Vertical File Service Catalog*. H. W. Wilson Company.

4. Periodicals for Teachers.

Periodicals issued by the organizations mentioned under 1 above.

*The High School Journal*. University of North Carolina Press.

*NEA Journal*, National Education Association.

*North Carolina Education*, North Carolina Education Association.

5. Pamphlets for Teachers.

*Civic Leader*. Civic Education Service.

*A Handbook of Visual Teaching Aids*. Denoyer-Geppert,

*Guide for Resources-Use Education Workshops.* Committee on Southern Regional Studies and Education, American Council on Education. (May be obtained in limited quantities from the State Department of Public Instruction, Raleigh.)

Information from the embassies of individual countries. Write to the Embassy of (*Name of Country*), Washington, D. C.

Life Adjustment Materials, U. S. Office of Education, Federal Security Agency, Washington, D. C.

Publications of the United Nations, International Documents Service, Columbia University Press, New York.

Publications of the United States Department of State. Superintendent of Documents, Government Printing Office, Washington, D. C.

Wesley, E. B. *Teaching Social Studies Through Maps.* Denoyer-Geppert.

Wesley, Giles and Others. *Wesley's Study Guide W. A. 201 Social Studies Part I.* Denoyer-Geppert.

6. Some instruments for evaluation.

a. For appraising attitudes:

Wrightstone. *Scale of Civic Beliefs*, Bureau of Publications, Teachers College, Columbia University.

Progressive Education Association. *Scale of Beliefs*, Cooperative Test Service, Princeton, N. J.

Watson. *Test of Public Opinion*, Bureau of Publications, Teachers College, Columbia University.

b. For appraising appreciations:

Evaluation Staff of the Eight Year Study, *Questionnaire on Voluntary Reading*. Particularly useful for social studies teachers.

c. For appraising interests:

Thorpe. *Occupational Interest Inventory*. California Test Bureau, 5916 Hollywood Blvd., Los Angeles.

Kuder. *Preference Record*, Science Research Associates, 228 S. Wabash Avenue, Chicago.

You may also build an interest index.

d. For appraising personal and social maturity:

Bell. *Adjustment Inventory*, Psychological Corporation, 522 Fifth Ave., New York.

Kefauver-Hand. *Guidance Test and Inventories*, World Book Co., Yonkers-on-Hudson.

e. For appraising critical thinking:

Evaluation Staff of the Eight Year Study. *Interpretation of Data Test*, Cooperative Test Service, Princeton, N. J.

f. For appraising work habits and study skills:

Wrightstone. *Cooperative Test of Social Studies Abilities*, Cooperative Test Service, Princeton, N. J.

Iowa. *Every Pupil Test of Work Study Skills*, Houghton-Mifflin Co., New York.

B. Sources of Pupil Aids.

1. Supplementary Readers. A list of supplementary books is printed each year by the State Department of Public Instruction and distributed to superintendents and supervisors. It is suggested that teachers and principals confer with these persons in selecting titles for purchase.

2. Library Books.

Titles of individual library books may be found in the following lists:

*Children's Catalog and Standard Catalog for High School Libraries*. H. W. Wilson Company.

*A Basic Book Collection for Elementary Grades, A Basic Book Collection for High Schools*. American Library Association.

*Combined Book Exhibit*.

Special lists compiled by Professional organizations, such as those listed under *Sources of Professional Aids*.

3. Periodicals.

*My Weekly Reader, Current Events*. American Education Press

*Junior Scholastic*. Scholastic Magazines

*Senior Scholastic*. Scholastic Magazines

*Jr. Red Cross*

*National Geographic*, National Geographic News Bulletin

*The State*

*Time*

*Life*

*Progressive Farmer*

One daily newspaper for State coverage and one for National and world coverage.

For a comprehensive listing, see *North Carolina School Library Handbook*, Publication No. 197, 4ed. 1952. Chapter V, *Magazines*, pp. 58-64, and the *Handbook for Elementary and Secondary Schools*, 1952. Publication No. 255.

4. Pamphlets.

American Education Press. Grades 9-12.

Weber Costello Co. Chicago Heights, Illinois, Grades 7-12.

The Junior Town Meeting League, 400 S. Front Street, Columbus 15, O. Grades 9-12.

*Public Affairs Pamphlets*. Public Affairs Committee, 22 East 38th St., New York. Grades 9-12.

The last four listed under *Pamphlets for Teachers* provide excellent materials for students. See p. 152.

C. Audio-Visual Aids.

1. Sources of 16 mm films:

*Educational Film Guide*. H. W. Wilson.

Bureau of Visual Education, University of North Carolina.

*Educator's Guide to Free Films*. Educators Press Service.

*United States Government Films for School and Industry*.

United World Films.

Consult State Agencies for lists:

State Board of Health

Wild Life Resources Commission

Department of Conservation and Development.

2. Sources of film strip and slides:

Filmstrip Guide. H. W. Wilson.  
Catalog. Keystone View Company.  
S. V. E. Catalogs. Society for Visual Education, Inc.

3. Sources of recordings:

The American Council on Education.  
Columbia Recording Corporation.  
R. C. A. Manufacturing Company, Inc.

*Annotated List of Phonograph Records.* Children's Reading Service, 10¢. Revised from time to time. Presents about 1000 recordings arranged by subject areas and grade groups.

North Carolina Department of Public Welfare. *Recordings on Child Welfare.*

For others see *North Carolina School Library Handbook*, p. 68.

4. Maps, Globes and Charts (This is a suggested list of desirable equipment. For complete information about minimum requirements for accreditation, see *Handbook for Elementary and Secondary Schools.*):

*Primary Grades*

Project globe and World map

*Fourth Grade*

Beginner's map of United States

Beginner's map of World

Project globe

Geographical Terms map

*Fifth Grade*

Physical—Political maps including North Carolina, North America, South America, United States and World

Blackboard outline maps, including North Carolina, United States and World

United States History. The first five maps of the series selected for grade seven

Sixteen inch physical-political globe

*Sixth Grade*

Physical-political maps, including Europe, Asia, Africa and Australia

Blackboard outline map of the World  
History maps—the first four or five maps of one of the political series listed in the *Handbook*.  
Sixteen inch physical-political globe.

#### *Seventh Grade*

Physical-political maps, including United States, North America, South America and World  
Blackboard outline maps, including United States and World.  
Political map of United States  
United States history maps—a selection of ten from one of the series listed in the *Handbook*  
Sixteen inch physical-political globe

#### *Eighth Grade*

Physical-political maps, including United States and World.  
Blackboard outline maps, including North Carolina, United States and World  
Political maps, including North Carolina and the United States  
United States history maps—use same series for grade seven.  
Sixteen inch physical-political globe  
North Carolina Social Science maps—1 set

#### *Ninth Grade*

No required map or chart materials have been designated for this year, but many schools have found useful the democracy and citizenship charts published by Denoyer-Geppert Company and A. J. Nystrom Company. Refer to the Recommended list in the *Handbook for Elementary and Secondary Schools*.

#### *Tenth Grade*

A set of history maps is required for World History. See *Handbook*. These should be mounted so as to be readily available.

#### *Eleventh Grade*

A minimum set of ten history maps is required for

United States History. See *Handbook*.

*Twelfth Grade*

No separate requirement is set up for this year, but the maps and charts required in other courses will be used as needed.

5. Flat Pictures:

Any picture which will enrich learning experiences in the social studies should be used. It is helpful to build up a collection of such pictures and file them in a systematic way for convenient use. Pictures of this kind may be secured from many sources, such as magazines, chambers of commerce, transportation companies, industrial organizations, etc. Also many sources of pictures and charts are given in professional literature, such as magazines and bulletins.

Most of the major museums publish pictures in black and white or color of painting in their collection. These are available for purchase. Many models and diagrams can be made as part of a unit of study and preserved for future use.

# APPENDIX

## ADDRESSES OF PUBLISHERS AND ORGANIZATIONS

American Council on Education  
1785 Massachusetts Ave., N. W.  
Washington 6, D. C.

American Education Press, Inc.  
400 S. Front Street  
Columbus 15, Ohio

American Library Association  
50 E. Huron Street  
Chicago 11, Illinois

Association for Childhood Education  
1201 16th Street, N. W.  
Washington, D. C.

Children's Reading Service  
106 Beekman Street  
New York 38, New York

Civic Education Service, Inc.  
1733 K. Street, N. W.  
Washington 6, D. C.

Columbia Records, Inc.  
1473 Barnum Avenue  
Bridgeport, Connecticut

Columbia University Press  
2960 Broadway  
New York 27, New York

Combined Book Exhibit  
950 University Avenue  
New York 25, New York

Denoyer-Geppert Company  
5234 Ravenswood Avenue  
Chicago 40, Illinois

The Dryden Press, Inc.  
386 4th Avenue  
New York 16, New York

Educators Press Service  
Randolph  
Wisconsin

Harper and Brothers, Publishers  
49 E. 33rd St.  
New York 16, New York

The Junior Town Meeting League  
400 S. Front Street  
Columbus 15, Ohio

Keystone View Company  
Meadville  
Pennsylvania

National Education Association  
16th Street, N. W.  
Washington, D. C.

National Geographic Society  
1146 16th St. N. W.  
Washington 6, D. C.

North Carolina Council for the  
Social Studies  
Box 572, Raleigh, N. C.

Public Affairs Committee  
22 E. 38th Street  
New York 16, New York

R. C. A. Victor Division  
Radio Corp. of America  
Camden, New Jersey

Rinehart and Company, Inc.  
232 Madison Avenue  
New York 16, New York

Scholastic Magazines  
351 Fourth Avenue  
New York 10, New York

Scott, Foresman & Co.  
433 E. Erie Street  
Chicago 11, Illinois

Society for Visual Education  
100 E. Ohio Street  
Chicago 11, Illinois

Supt. of Documents  
Government Printing Office  
Washington 25, D. C.

U. S. Office of Education  
Federal Security Agency  
Washington 25, D. C.

United World Films, Inc.  
445 Park Avenue  
New York 22, New York

University of North Carolina  
Chapel Hill  
North Carolina

Weber Costello Co.  
Chicago Heights  
Illinois

The H. W. Wilson, Co.  
950 University Avenue  
New York 52, New York

## PERSONS WHO CONTRIBUTED TO UNITS OF STUDY

The following persons contributed to the units of study used in this bulletin:

Minnie Cochran and Carrie Lee Martin,  
first grade, Robersonville School, Mar-  
tin County

Genevieve Macon, second grade, Braswell  
School, Rocky Mount

Mrs. Mildred Tenglund, third grade, Clin-  
ton Elementary School, Clinton

Mrs. Eleanor L. Gaddy, fourth grade,  
Sherwood-Bates School, Raleigh

Janie Choate, fourth grade, Victory  
School, Gaston County

Mrs. Virginia Boggs McKnight, fifth  
grade, Victory School, Gaston County

Mrs. Allie Hobbs Alexander, sixth grade,  
Clinton Elementary School, Clinton

Gertrude Styron, seventh grade, Beau-  
fort Graded School, Carteret County

Martha Langston, eighth grade, Ele-  
mentary School, Southern Pines

Grades 9-12:

Mrs. Mary P. Brantley, Hugh Morson  
High School, Raleigh

Mrs. Frank R. Kennedy, Former Teacher,  
Wake Forest High School, Wake Forest

Mrs. Helen Macon, Central High School,  
Charlotte

Harriet Mehaffie, Curry School, Greens-  
boro

Jessie Peden, Curry School, Greensboro

Mrs. Blanch Smith, Senior High School,  
Greensboro

Mrs. Paul N. Stack, Fuquay Springs High  
School, Wake County

Nell Stinson, Hugh Morson High School,  
Raleigh

W. Willard Woodard, Charles L. Coon  
High School, Wilson

## SCHOOLS CONTRIBUTING PICTURES

The following schools contributing the pictures used in the bulletin:

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Hugh Morson High School, Raleigh

Charles L. Coon High School, Wilson

Battle School, Rocky Mount

Charles H. Darden High School, Wilson

Sherwood-Bates School, Raleigh

Elementary Schools, Wilson

Elementary Schools, Salisbury

Jacksonville School, Greensboro

Price School, Greensboro

Williamston Elementary School, Martin  
County

Braswell School, Rocky Mount

Whiteville Elementary School, Whiteville

Clinton Elementary School, Clinton

Jonesboro School, Greensboro

Elementary Schools, Gastonia

Central School, Albemarle

Asbury School, Lincoln County

Southern Pines Elementary, Southern  
Pines

Ayden School, Pitt County

## LIST OF PERSONS WHO CONTRIBUTED TO THE BULLETIN AND WHOSE NAMES DO NOT APPEAR ELSEWHERE

Every possible effort has been made to avoid omissions. However, it is possible that some have occurred; if so, they were not intentional.

Name	School and Administrative Unit	Name	School and Administrative Unit
Abbott, Iris	Bryson City Elementary—Swaio	Bryant, Elvira G.	Harris High—Mitchell
Abernathy, Charlotte	Williamston—Martin	Bryant, Frances Flythe	Battle—Rocky Mount
Adams, Bernice Alice	Lucama—Wilson	Bullock, Mildred	Oxford High—Oxford
Adams, Mrs. Mary H.	Central—Gastonia	Burbage, Alcathea C.	Belhaven—Beaufort
Aiken, Gladys	Claxton—Asheville	Burge, Mrs. Laura Meas	Farmville High—Pitt
Ainsley, Mrs. Raymond M.	Draper—Leaksville	Burgio, Mary G.	Old Fort—McDowell
Alderman, Lillian	Wagram School—Scotland	Burnette, Mrs. Alice	Red Oak—Buncombe
Allen, Mrs. Marguerite C.	Forest Pk.—W. Salem	Buroham, Mrs. Inez	Roper High—Washington
Alley, Mrs. Rachale D.	Bannertown—Mt. Airy	Burns, Mrs. Juanita	Junior High—Shelby
Aman, Mrs. Lena W.	Richlands High—Onslow	Burns, Marie S.	Kimberley Park—Winston-Salem
Armstrong, Mrs. Amelia P.	Parkton—Robeson	Butler, Helen	Vanceboro—Craven
Armstrong, Sarah	Walnut St.—Goldsboro	Byrum, Mildred	Williamston—Martin
Arthur, Mrs. Leona P.	Trenton—Jones		
Atwater, Annie Mae	Fisher St.—Burlington	Calloway, Ethel L.	Highlands—Macon
Avant, Maggie M.	Whiteville—Whiteville	Cameron, Emily B.	Hoke County—Hoke
Ayers, Cornelia	Red Springs—Red Springs	Cameron, Mrs. Tom	Racford High—Hoke
		Carlton, David H.	Polkton—Anson
		Carowan, Zalia	Cloverdale—High Point
Bailey, Dora	Williamston—Martin	Carpenter, Mrs. Carl G.	
Bailey, Mrs. Gladys B.	W. R. Mills—Franklin	Carr, Mrs. Helen	Hillsboro—Orange
Baker, Esca	Peachland—Anson	Carson, Ada	Williamston—Martin
Banks, Mrs. H. Boykin	Jordan Sellers—Burlington	Carter, Mrs. Della L.	Elkin Elementary—Elkin
Baldwin, Annie	Bells High—Chatham	Carter, Mrs. Fannie Lee	Bassett—Rocky Mount
Barneau, Sadie	Lincolnton High—Lincolnton	Carter, Jennie	Lumberton—Lumberton
Barker, Mrs. Grace	Alarka—Swain	Carveder, Laura	Frank B. John—Salisbury
Barnes, Hallie S.	Orange Street—Oxford	Carver, Hazel	Roxboro High—Person
Barnes, Lucille	Farm Life—Martin	Cashewell, J. L.	Grimesland—Pitt
Barnette, Mrs. Elizabeth	Granville—W. Salem	Cathey, Margaret	Cramerton School—Gaston
Battle, Tena	Thrift Hill—Warren	Chandler, Lessie V.	Roxboro—Person
Batton, Julia B.	Gaston High—Northampton	Chandler, Lula	Walcut High—Madison
Baum, Elizabeth G.	Englehard—Hyde	Chapman, Mrs. Esther Clark	Welcome—Davidson
Beard, Hazel	Lenoir Jr. High—Lenoir	Charles, Blair Spencer	Sadler—Rockingham
Bellamy, Mrs. Estelle W.	Enfield—Halifax	Charlotte, E. Teachers	Charlotte—Charlotte
Bendall, Mrs. I. T.	Laswooville Ave.—Reidsville	Chastain, Geneve	Almond—Swain
Benton, Gladys	Indian Trail—Union	Christy, Jean	Andrews—Andrews
Benton, Lela H.	Benton Heights—Union	Cherry, Evelyn	Robersonville—Martin
Berry, Mrs. Ralph	Drexel—Burke	Clampitt, Mrs. Benzie	Bryson City—Swain
Beverly, Mrs. Copelia	Oxford—Oxford	Clampitt, Lee	Almond—Swain
Bigham, Leah R.	David Millard—Asheville	Coates, Martha	Yadkinville—Yadkin
Bigham, T. B.	Lee Edwards—Asheville	Clary, Mrs. Carrie	Pinetops—Edgecombe
Black, Leola	Southern Pines—Southern Pines	Clinkscales, Pauline	Elizabeth City—Elizabeth City
Blair, E. P.	Farm Life—Craven	Cole, Lillian	Greenwood—Lee
Blair, Helen K.	Chapel Hill—Chapel Hill	Conley, Kate	Reidsville—Reidsville
Blakemore, Mrs. Elizabeth	Wiley School—W. Salem	Conley, Katherine	Glen Alpine—Glen Alpine
Bolinger, Billie	Riverside—New Bern	Constantian, Richard K.	Polkton—Anson
Bonner, Ella	John Small—Washington	Cooper, Anna Lena	Clemmons—Forsyth
Bonner, Lona	Swan Quarter—Hyde	Copeland, Hazel	Conway—Northampton
Bonner, Rebecca	Lincolnton—Lincolnton	Council, Mrs. Geneva F.	East End—Goldsboro
Bost, Mrs. Lois	Startown—Catawba	Crabtree, Mrs. Beulah	Southside—Durham
Boyette, Mrs. E. T.	Wendell—Wake	Craft, Mrs. Verdie M.	Walstonburg High—Greene
Bost, Mrs. Mary Floyd	Liswood—Davidson	Craig, Mrs. Ellen Jones	Hillsboro High—Orange
Boykin, Mrs. Daisy	Central—Orange	Cranford, Bess S.	Boone Demonstration—Watauga
Boykin, Mrs. Evelyn Moore	Bullock's—Wilson	Craven, Mrs. Cora F.	Balfour—Asheboro
Bradley, Frances	Jackson—Northampton	Creech, Mrs. Elizabeth P.	Princeton—Johnston
Bradsher, W. J., Jr.	J. A. Whitted—Durham	Creech, Mrs. Harriet F.	White Oak—Chowan
Brandon, Eulalia	King—Stokes	Crumpler, Miss	Belhaven—Beaufort
Brann, Hazel M.	Chowan High—Chowan	Cummings, Louise	Edgemont—Rocky Mount
Brawley, Mrs. Florence	Enochville—Rowan		
Britton, P. B.	Gaston—Northampton	Davenport, Margaret Ward	Mt. Holly—Gaston
Brooks, Vera C. Bennett	Alliance H.—Pamlico	Davenport, Varo H.	Jamestown—Martin
Brown, Mrs. Bernice B.	Mineral Springs—Union	Davis, Ennis R.	Boone—Watauga
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Name	School and Administrative Unit	Name	School and Administrative Unit
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DeBerry, Mrs. E. J.	Lilesville—Aason	Hartman, Mrs. Olin G.	Arcadia—Davidson
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Duvall, Mattie Lou	Alarka—Swain	Henderson, Mabel B.	N. Wilkesboro—N. Wilkesboro
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Earls, Grace E.	Alarka—Swain	High, Mrs. Lillian E.	Edenton High—Edenton
Eason, Mrs.	Washington—Washington	Hill, Mrs. Alice Lee	Mangum—Durham
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Edwards, Lillian B.	Ruth Elem.—Rutherfordton	Hobson, Helen	Glen Ayre—Mitchell
Edwards, Ruth Evans	Green Co. Training—Greene	Holden, G. V.	Cedar St.—Franklin
Elkins, Annie L.	Gray's Chapel—Randolph	Holden, Mrs. Mary W.	Snow Hill—Greene
Elliott, Jean	Woodland—Northampton	Holder, Virginia D. Crisp	Alarka—Swain
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Eskridge, Eloise G.	Kenly—Johnston	Holliday, Mary	Unity High—Iredell
Ellis, Hazel Ball	Sedge Garden—Forsyth	Hollowell, Ruth	
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Evans, La Rue	Ayden High—Pitt	Holmes, Miriam McBrayer	Buxton—Dare
Ewing, Frances	Central—Albemarle	Hoover, Vonnice C.	West Lenoir—Lenoir
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Farr, Eva	Lincolnton High—Lincolnton	Horton, Mary D.	Fountain—Pitt
Farrville, Mrs. Georgia	Hawkeside—Onslow	Hough, Mrs. Sarah R.	Wincoff—Carburus
Ferguson, Margaret	Lincolnton Gram.—Lincolnton	House, Elsie	Pleasant Gardens—McDowell
Fifth Grade Teachers	Burlington—Burlington	Hovis, Maud Grigg	Machpelah—Lincoln
Fisher, Christine		Howan, Catherine	Gaston
Fitch, Jacqueline	Carver High—Forsyth	Howard, Esther	East Harper—Lenoir
Flagg, Mrs. Mary Avery	Crosby-Garfield—Raleigh	Howell, Mrs. Jessie	Howard's Creek—Lincoln
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Foreman, Katherine M.	Belhaven—Beaufort	Hoyle, Ruth A.	Newton—Newton-Conover
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Foster, Mary	Cool Spring—Iredell	Inscoe, Mrs. A. B.	Mills—Franklin
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Fuller, Virginia	Central—Greensboro		Franklin
Furr, Alice A.	Creswell—Washington	Isley, Robert W.	Staley—Randolph
Futrell, Mrs. Linda D.	Princeton—Johnston		
Gailes, F. E.	Cedar Street—Franklin	Jackson, Eunice	Roxboro—Person
Garris, Mabel E.	Conway—Northampton	Jackson, Mildred	West Albemarle—Albemarle
Garrison, Mrs. Alice B.	Myrtle—Gaston	Jamerson, Mrs. Clara S.	Lee Co. Training—Lee
Gass, Wade	Bryson City—Swain	Jarvis, Monah	John Small—Washington
Gault, Belle	Alexander-Graham—Charlotte	Jarvis, Walter	Crossnore—Avery
Gibbs, Mary Ellen	Demonstration—Watauga	Johnson, Mildred	New Hanover—New Hanover
Gibson, Nettie	Gibson—Scotland	Johnson, Mrs. Margueriette	Riverside—New Bern
Giles, Mrs. Ethel C.	Marion—Marion	Johnson, Pearle	Sandy Ridge—Stokes
Gill, A. M.	Peabody—New Hanover	Johnson, Mrs. Pearle	Princeton—Johnston
Golphin, Louise	Training School—Greenville	Johnson, Mrs. W. D.	Mt. Airy—Mt. Airy
Goodman, Mrs. Margarette	Eliz. City—Eliz. City	Johnson, Mrs. William A.	Lumberton—Lumberton
Goodson, Carrie	Lincolnton—Lincolnton	Jones, Annie Lee	Farmville—Pitt
Goodwin, Mrs. Carrie C.	Stem—Granville	Jones, Mrs. Helen L.	Ayden—Pitt
Gonge, Mrs. Ruby S.	Bowman—Mitchell	Jones, Leonard H.	Sherrills' Ford—Catawba
Graham, Ralph	Rocky Mount—Rocky Mount	Jordan, Mrs. Katherine	Faith—Rowan
Graham, W. L.	Midway—Davidson	Joslin, Mrs. Merril	Pena Ave.—Canton
Greene, Maud	Beaufort—Carteret	Justice, Edna	Belhaven—Beaufort
Greene, Mary F.	Loulie & Mary Bridges—Tarboro		
Greene, Nancy M.	Bragtown—Durham	Kelly, Mrs. N. J.	Pinkney High—Moore
Gregg, Valeria	Claxton—Asheville	Kimble, Rose	Mockville—Davie
Grier, R. M.	Reid High School—Gaston	King, Blanche	Central—Albemarle
Grimsley, Elizabeth	Polkton—Anson	Knight, Mrs. E. S.	Belhaven—Beaufort
Grisson, Mrs. Alice Bragg	Myrtle—Gaston	Knight, Estelle	Fuller—Durham
Gunn, Edna	Wentworth—Rockingham	Koon, Mrs. Irene B.	Alexander Schools—Alamance
Gwynn, Mrs. L. M.	J. J. Jones—Mt. Airy	Kornegay, Hazel Adams	B. F. Grady—Duplin
		Krider, Celia	Davie Avenue—Statesville
Hair, Mrs. Lucille	Penn Ave.—Canton		
Hales, J. D., Jr.	Stem—Granville	Lamb, Ruth	Washington—Washington
Hall, Kathleen	Gray High—Winston-Salem	Lancaster, Cora	Aurora—Beaufort
Hall, Margaret E.	Deep Run—Lenoir	Larkin, Francis	Central High—Wayne
Hamed, Mrs. Laura M.	Salem High—Burke	Le Graud, Mrs. Lua B.	New Hanover High
Hames, Mrs. Alice D.	Cliffside—Rutherford		New Hanover
Hamilton, Ruth	Andrews—Andrews	Leggett, Alma	John Small—Washington
Hammond, Tiny Eleanor	Trenton High—Jones	Leggett, Viola	Hassell—Martin
Harbison, Ann C.	Morganton High—Morganton	Lennon, Mrs. Beatrice L.	Whiteville—Whiteville
Hardison, Deane	John H. Small—Washington	Lewis, Sarah	Davie Avenue—Statesville

Name School and Administrative Unit

Limer, Sarah E. .... High Point—High Point  
 Lindsey, Elizabeth ..... Black Mountain—Buncombe  
 Lindsey, Lula Mae ..... Troutman—Buncombe  
 Litaker, Mary Elaine ..... Marion—Marion  
 Little, Annie ..... Elmira—Burlington  
 Ljung, Mrs. Dorothy Lea ..... Aycock—Asheville  
 Logan, Grace ..... Old Fort—McDowell  
 Looan, Lola A. .... Dover High—Craven  
 Longest, Mrs. Mary Frances ..... East Over—Charlotte  
 Lummus, Jean ..... Pantego—Beaufort  
 Luyston, Grace C. .... Apex—Wake  
 Luther, Mamie ..... Efland—Albemarle  
 Lyster, Beulah ..... Green Hill—Rutherford  
 Lynch, Mrs. W. C. .... Albemarle H.—Albemarle City  
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 Manning, Mrs. Rena ..... Crossnore—Avery  
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 Miller, Pauline ..... Southern Pines—Southern Pines  
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 Moore, Gladys ..... R. J. Reynolds—Winston-Salem  
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 Moore, Maud ..... Wagram—Scotland  
 Moore, Millie ..... Rocky Mount—Rocky Mount  
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 Morrison, Mrs. Elizabeth B. .... Harrisburg—Cabarrus  
 Morton, Elizabeth ..... Carson—Asheville  
 Morton, Felix, Jr. .... Phillips—Edgecombe  
 Moseley, Martha ..... Maple Avenue—Burlington  
 Mosely, Mrs. Ellen ..... Person Co. Training—Person  
 Moses, Carl D. .... Otto Creek—Macoo  
 Moses, Mayme G. .... Hayesville—Clay  
 Mountain Street School ..... Asheville  
 Mouzon, Isabelle ..... Concord High—Concord  
 Mullen, Mrs. Alden ..... Asbury—Lincoln  
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 Murphy, Mrs. C. M. .... Edward Best—Franklin

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 McCutchen, Mary Sue ..... Haymont—Fayetteville  
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 McFalls, Mrs. Callie ..... Glen Alpine—Glen Alpine  
 McGimsey, Margaret ..... Oak Hill—Burke  
 McGinnis, Mattie ..... Westlawn—Fayetteville  
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 McNeill, Mrs. Claretta ..... Red Springs H.—Red Springs  
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 Osborne, Cary D. .... McAdenville—Gaston  
 Osborne, Sarah M. .... Allen Jay—Guilford  
 Overstreet, Mrs. Ola E. .... Bethune—Charlotte

Name School and Administrative Unit

Palmer, Mrs. Alice S. .... Penn Ave.—Canton  
 Parker, Mrs. Flora Lee ..... Maysville—Jones  
 Parker, Gertrude ..... Stoneville—Rockingham  
 Parker, Mrs. Shellen L. .... Suabury High—Gates  
 Parnell, Arlene ..... Meadow—Johnston  
 Parnell, Mary Lou ..... Whiteville—Whiteville  
 Parrish, Mrs. Myrtle F. .... Hickory Rock—White Level  
 Franklin

Patterson, Mrs. Alma ..... Celeste Henkel—Iredell  
 Patterson, Mrs. F. B. .... Central—Albemarle  
 Payne, Mrs. ..... Belhaven—Beaufort  
 Peden, Mrs. Howard ..... Wagram—Scotland  
 Penny, Mrs. Eunice W. .... Princeton—Johnston  
 Phillips, Mrs. Lida Edwards ..... Gardners—Wilson  
 Phillips, Mrs. Zelma ..... Morehead City—Carteret  
 Pierce, Alma ..... St. Pauls—Robeson  
 Plummer, B. L. .... Pinkney—Moore  
 Pollard, Mrs. Martha E. .... Columbia—Tyrell  
 Poteat, Mrs. John A. .... East Marion—Marion  
 Powell, Mabel L. .... Seaboard High—Northampton  
 Price, Mrs. S. L. .... Castalia—Nash  
 Pridgen, Katie ..... Lincolnton—Lincolnton  
 Priddy, Mrs. J. L. .... Perquimans Train—Perquimans  
 Pugh, Mrs. R. L. .... Brinson Mem.—Craven  
 Purkey, Mrs. Hazel B. .... St. Stephens—Catawba

Quisenberry, Regio ..... North Main—Mount Airy

Radford, Mrs. Lillian L. .... West End—Henderson  
 Ramsey, Dorothy ..... Central—Albemarle  
 Ramsey, Mildred ..... Lincolnton—Lincolnton  
 Ramsey, William W. .... Asbury—Lincoln  
 Raney, T. H. .... Chesterfield—Burke  
 Rankin, Linda ..... Rankin—Guilford  
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 Reavis, Eula ..... Coolemeek—Davie  
 Reece, Sara ..... Avery Sherrill—Statesville  
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 Rogers, Sara ..... Washington St.—Rockingham  
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 Roof, Sara ..... Lincolnton—Lincolnton  
 Roseboro, Alberta ..... Training School—Brunswick  
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 Rozier, Margaret ..... Balfour—Henderson  
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 Sandifer, Sallie ..... Harding—Charlotte  
 Sanford, Mrs. Cecil ..... Laurinburg—Laurinburg  
 Sarratt, Ruby Moss ..... Burlington—Burlington  
 Saula, Mrs. Penelope L. .... Whiteville—Whiteville  
 Sawyer, Louise ..... Primary—Elizabeth City  
 Scott, Ruby Bishop ..... W. S. Creecy—Northampton  
 Seagle, Margaret ..... Asbury—Lincoln  
 Sellers, Mrs. Kate H. .... North Belmont—Gastoo  
 Senter, Mrs. Clara ..... Asbury—Lincoln  
 Sexton, Mary Wall ..... Coolemeek—Davie  
 Seymour, Martha ..... McIver—Lee  
 Shaw, Dora H. .... Holt School—Durham  
 Shearon, Mrs. Dorothy ..... Franklinton—Franklinton  
 Shelton, Martha H. .... Midway—Davidson  
 Shelton, Mrs. Ruria ..... Raeford—Hoke  
 Sherwood, Helen B. .... West Lenoir—Lenoir  
 Shipman, Mrs. Ruth D. .... Bethel—Haywood  
 Showalter, Era ..... Irving Park—Greensboro  
 Shuford, Mrs. Graydon ..... Asbury—Lincoln  
 Smith, Augusta ..... Chesterfield—Burke  
 Smith, Blanche B. .... John H. Small—Washington  
 Smith, Katherine D. .... Lee Woodard—Wilson  
 Smith, Mrs. Laura C. .... Central High—Wayne  
 Smith, Lois ..... Harvey—Kinston

Name	School and Administrative Unit	Name	School and Administrative Unit
Smith, Myrtle S. ....	Hamilton—Martin	Watkins, Sarah F. ....	Central—Laurinburg
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Southern, Henrietta ....	Germananton—Stokes	Wechter, Nell Wise ....	Stumpy Point—Dare
Southern, Lillian S. ....	King—Stokes	Wells, Marie ....	Aycock—Orange
Sparger, M. Alma ....	Bannertown—Mt. Airy	Werthington, Mrs. Edith F. ....	Chicod—Pitt
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Stafford, Mrs. ....	Crossnore—Avery	Wetmore, Mrs. ....	Crossnore—Avery
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Stall, Earline ....		Whisonant, Mary ....	Lincolnton—Lincolnton
Stancil, Mrs. Leulla L. ....	Pactolus—Pitt	Whisonant, Ruth ....	Lincolnton—Lincolnton
Stike, Mrs. Betty H. ....	Sunset Pk.—New Hanover	White, Calvin ....	Middleburg—Vance
Stinson, Mary ....	Central Elem.—Albemarle	White, Mrs. J. Hugh ....	Mineral Springs—Forsyth
Stockton, Blanche ....	Almond—Swain	White, Lila ....	Davie Ave.—Statesville
Stone, Ruby ....	Harrisburg—Cabarrus	White, Rachel ....	Claxton—Asheville
Strange, Mrs. Alma M. ....	North Durham—Durham	Whitehurst, Mary ....	Smyrna—Carteret
Stroud, Bertha Mac ....	Grainger—Kinston	Whiteley, Thomas H. ....	Ansonville—Anson
Sugg, Lillian ....	Loulie & Mary Bridgers—Tarboro	Whitley, Pauline ....	Central—Albemarle
Sumrell, Hilda ....	Robersonville—Martin	Whitnure, Mrs. Nina B. ....	North Canton—Canton
Sutherland, Abbie ....	Southern Pines—Southern Pines	Whittington, Edythe K. ....	Aycock—Greensboro
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Swain, Mrs. Velma B. ....	Stearns—Folk	Wikle, Cowan ....	Whitted—Durham
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Taylor, Nancy ....	Lewisville—Forsyth	Williams, Mrs. Frances ....	Walnut St.—Goldsboro
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		Wilson, Marietta ....	St. Lydia—Hyde
Vaughan, Mrs. W. D. ....	Roxboro—Person	Winstead, Reba ....	Robersonville—Martin
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Walker, Margaret ....	Maple Avenue—Burlington	Yount, Helan M. ....	High Point—High Point
Walker, Mary H. ....	Boone Demonstration—Watauga	Yount, Virginia ....	Union—Lincoln
Walker, Virginia ....	Fairground—Burlington	Young, Annie Lee ....	Midway—Alamance
Wall, Mrs. Ben R. ....	Burnsville—Anson	Young, Helen M. ....	High Point Jr. H.—High Point
Wall, Mrs. Mary ....	Garner—Wake		
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